GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL



FOR

1873-74.



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INDEX

TO THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION.

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1873-74.

PRIMARY INSTRUCTION.—The returns and reports of the year show that Sir George Campbell's scheme of primary village schools has continued to make great progress during the last twelve months. PRIMARY INSTRUCTION.

Excluding the districts transferred to the new Chief Commissionership of Assam, the returns of the previous year show that on the 31st March 1873 there were in operation 8,253 primary schools of different descriptions receiving support from Government, with an attendance of 205,939 pupils; and that of these, 5,775 were pathsalas aided under the new scheme, having an attendance of 137,717 pupils.

On the 31st March 1874 the corresponding returns show* that the schools maintained under the old systems numbered 2,584, and their pupils 72,114; while the number of pathsalas aided under the new scheme has risen from 5,775 to 9,645, and the pupils attending them from 137,717 to 231,323. In the last report an anticipation was expressed that by the end of the year the number of new pathsalas might probably be not less than 11,000, with an attendance of 250,000 children, and considering that this estimate included the pathsalas in the Assam districts, which are now removed from our lists, there seems little doubt that it has been fully realized. On the whole there have been added to our lists in Bengal no fewer than 3,976 primary schools, and 197,498 pupils, during the twelve months ending the 31st March 1874.

* *Primary Schools*, 1873-74.

	Schools.	Pupils.
Government lower schools ...	22	614
Grant-in-aid lower schools .	320	9,194
Circle lower schools	202	7,835
Pathsalas under the old scheme ..	2,040	54,141
Total under old systems ...	2,584	72,114
Pathsalas under the new scheme ..	9,645	231,323
Grand total of primary schools	12,229	303,137

In 1872-73 the State expenditure on all kinds of primary schools, exclusive of those in Assam, was Rs. 1,80,592, of which Rs. 1,33,069 was spent on primary schools under the old systems, and Rs. 47,523 on pathsalas subsidized under the new scheme.

The corresponding expenditure during 1873-74† was Rs. 1,42,497 for primary schools under the old systems, and Rs. 2,44,336 for the newly subsidized pathsalas. Hence the average expenditure was little more than Rs. 25 for each pathsala, or not quite Rs. 2-2-0 a month. This is of course considerably below the average rate of subsidy actually allowed, which is due to the fact that many of the pathsalas included in the returns of the 31st March had received subsidies for less than the full period of twelve months.

† *Primary Schools*, 1873-74.

	Rs.
Government lower schools	3,926
Grant-in-aid lower schools	16,995
Circle lower schools	11,506
Pathsalas under the old scheme	1,10,070
Total expenditure on primary schools under old systems	1,42,497
Pathsalas under the new scheme ...	2,44,336
Grand total of expenditure on primary schools	3,86,833

The foregoing statements show that the success of Sir George Campbell's scheme has been most complete as far as regards the number of schools and scholars which it has added to our educational rolls. It cannot be doubted that the appropriation of four lakhs of rupees per annum for the encouragement of primary instruction has given a marked and beneficial impulse to educational progress in Bengal. It may at the same time be fairly acknowledged that mistakes have been made in the expenditure of the money, and that less than full value has been obtained from the outlay. But after making this admission the broad fact remains that a wide scheme has been started, and is at work in every district, which may without difficulty be improved and developed into a really valuable system of national primary education for the people of Bengal.

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The faults and merits of the scheme in its present shape are brought out clearly in the reports of the year, from which have been gathered the following summaries of the results obtained, with the opinions of the officers who have worked it.

BURDWAN DIVISION.—In the Burdwan Division the several districts appear to have allotted out the full amount of the sums placed at their credit for primary schools, though the whole of the grants were not expended within the financial year. They have now at work nearly 3,000 schools for primary instruction, receiving aid out of Government funds and inspected by Government officers, besides 250 unaided schools of the same kind which are returned as under inspection.

The Inspector, Mr. Hopkins, remarks: "That any balance at all existed at the end of the year is not so much owing to the inability of the district magistrates and committees to spend the money, as to the fact that they did not know exactly what they had to spend. This doubt was not cleared up until January last, when the Director issued a distribution list of pathsala grants, and the district officers were somewhat embarrassed by the intelligence that the sum to their credit exceeded their expectations by one-third. The budget allotment for the past year, it is true, gave Rs. 4,00,000 for primary schools, but the distribution list of 30th September 1872 divided among the districts Rs. 3,00,000 only for this purpose.

"If the primary school fund is to be administered under the Inspector's supervision, or if indeed he is to be looked upon as in any way responsible or directly interested in expending it, periodical statistics of progress ought to be submitted to him. The forms of abstract quarterly accounts of funds spent by district officers, alluded to in paragraph 8 of the Resolution No. 3581, dated 30th September 1872, have not yet been prescribed, and nearly two years have passed. During this interval inspectors have been no better informed of the operations of district magistrates than other members of their district committees, whom they may consult on the subject or not as they please."

The Inspector points out that there is no uniformity in the fee income of teachers as shown by the district returns.

"In Burdwan and Bankoora the private income is considerably less than the State expenditure; in Beerbhoom and Hooghly it is more. In Midnapore the private income is about four times the State expenditure. The inference is clear that the returns of private income are unreliable; it is therefore unsafe to make them the foundation of my general deductions. I do not think it would be possible to obtain correct figures. The same may be said of the improved pathsalas. It is a pity the returns are complicated with details so misleading and unsatisfactory. Supposing the figures correct, we find ourselves entangled in a dilemma, for we must also acknowledge that where the middle classes for grant-in-aid schools meet a due proportion of the state expenditure by private expenditure of Rs. 10, the lower classes in primary schools supplement the same proportion of State expenditure by paying Rs. 9.

"From this we are led to the conclusion that either the grant-in-aid rules are too liberal, and the lower classes exhibit a more favorable disposition towards education than the middle classes, or the statistics are inaccurate."

No doubt statistics of this kind will never be strictly accurate, but it is quite possible, and not improbable, that our returns of the private income of village teachers may approximately indicate with some truth the relative educational condition of districts and the habits and tendencies of different populations.

As regards the state of the village schools and the general progress made during the year, the Inspector reports:—

"In the first place the attendance at the old pathsalas has improved. In the previous year the number of pupils was 17,413 for this class of school; in the year of report it was 18,543. This increase in the face of the prevailing high prices, the prevalence of a disastrous epidemic in the districts of Burdwan and Midnapore, where two-thirds of the schools are located, and the competition of hundreds of village schools admitted to equal privileges, proves the groundlessness of apprehensions as to the future existence and popularity of these schools. Competition has imposed new vigour into the teachers, whose training has been substantially good, though it has affected them with the conceit of a little knowledge, freedom from which makes the genuine unmolested guru so popular with his neighbours.

"The new pathsalas have increased from 880 to 2,294. This increase is due to a great extent to the expansive character of the Midnapore payment by results scheme. There we have 1,477 new village schools, which have complied with all the rules laid down for them, with 26,388 pupils, against 576 schools and 11,502 pupils of the previous year. It is noticeable, however, that the average attendance of these 1,477 schools is 20, whilst the remaining 817 schools, of which 313 belong to Burdwan, give an average of 31.

"Last year gives 29,055 pupils who can read and write at schools for primary instruction; the previous year's statistics give 12,046."

This progress, the Inspector remarks, has met with its difficulties. "There is a general outcry for printed easy readers, easy spelling books, in fact a primary school course. One compact little book of 121 pages has already been published by Khetra Nath Bhattacharya, professing to be a compendium of the primary scholarship course. The type is not

plain enough, nor are the subjects of reading and writing treated in sufficient detail for beginners. The book costs only 4 annas a copy.* Besides the scarcity of text-books the other difficulties are briefly alluded to in the Burdwan and Midnapore reports. They are these:—When a village schoolmaster, in order to go through a course of lectures at the normal schools or on account of sickness, absents himself, it is next to impossible to get any one to act for him; and again, in villages inhabited by poor communities of the higher castes, the guru gets nothing by a subsidy from Government, for the villagers immediately reduce their subscriptions by as much as he receives from Government. The argument relied on is that the sarkar did not intend by the present arrangements to benefit the gurumahasay only. Where this ingenious fallacy is promulgated, there is no remedy but to submit or withdraw the subsidy, for the villagers are perfectly convinced of the righteousness of their case. Time and education will speedily reduce difficulties of this sort to a minimum."

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* Much too high a price for a primer of this kind.

With regard to the different plans adopted by the district officers in this division for the administration of the primary school funds, the Inspector writes:—

"In Midnapore payment by results effected after examinations conducted at 113 sub-centres and 10 centres by the available educational officers and private individuals formed into examining committees, is supplemented to a small extent by the payment of fixed monthly stipends to a few schools under special circumstances; whilst in the other four districts a fixed monthly payment system is supplemented and assisted by the distribution of annual rewards allotted to both teachers and boys on the reports of the inspecting staff, considered together with the general results of the primary scholarship examinations. It is almost impossible to say which system will produce the most permanent results; at present they are in favor of Midnapore, but, on the other hand, the work of the hand of Babu Bhu Dev Mukhurji and his pathsala sub-inspectors, is indelibly fixed in Burdwan and south Beerbhoom, where village schools are far superior in number of pupils and in general progress to the same kind of schools in Midnapore; printed books are more commonly used; the pupils are better provided with text-books and writing materials, and better taught."

The Midnapore scheme of payment by results appears to promise so much success, and may be so useful as an example to other districts, that it seems desirable to add here some extracts from an interesting memorandum by the Magistrate, Mr. H. L. Harrison, to whom the scheme is due, describing the details of his system and the advantages which he claims for it.

Mr. Harrison writes:—

"The first principle aimed at has been the proper partition of the district. This has now been fully carried out so as to enlist local sympathies on the side of primary education.

"There being 20 scholarships for primary schools allotted to Midnapore, each tenable for two years, this allows 10 to be awarded every year. In order that a few of the best schools round the head-quarters of the district might not monopolise the lion's share of these scholarships, the district has first been divided into 10 circles, each circle composed of one or more entire thanas. To each circle one primary scholarship is awarded every year."

* * * *

"The inspecting officers under my general control have divided the district into 113 sub-centres, the principles of the division being, (1), that the 113 sub-centres of examination are within a maximum distance of five miles from each pathsala included in the sub-circle; (2), that each thana contains an integral number of sub-centres; and, *a fortiori* (3), each circle an integral number of sub-circles.

"Each sub-circle has a local committee of five to ten of the most respectable residents, who take an interest in education. They are nominated by the inspecting officers and appointed by the magistrate. These sub-committees are the channel of communication between the magistrate and inspecting agency, on the one hand, and the pathsala gurus on the other, otherwise it would be difficult to communicate orders announcing days of examination, &c.

"To enable the payment by results to be efficiently carried out, two sets of examinations are organized. The first consists of *pass* examinations held at each of the 113 sub-centres. The six inspecting officers are charged with conducting these examinations between them during the four months, November to February, inclusive; the gurus of the sub-circles receive notice of the day fixed and bring their boys, or such of them as they think can pass, to the sub-centre, where the deputy or sub-inspector, assisted by the local committee, examines the boys produced in four subjects—(1), reading and writing; (2), arithmetic, mental and written; (3), zemindari and mahajani accounts; (4), mensuration or land measurement. Each boy may pass in each subject, and his guru is paid accordingly. The money for payment is placed at the thanas for the sub-inspector to draw upon, and he pays the rewards then and there, each guru giving a receipt, and the members of the committee certifying that this is done in their presence. The examination sheet is then forwarded to me with all the receipts on it, and passed as an authorized charge against the primary grant. It will be seen that this system makes fraud so highly dangerous as to be practically out of the question.

"The second examinations are competitive, and act as a stimulus on the gurus who take most trouble at the first examination. At the first examination from two to five boys are selected from each sub-circle who appear the most qualified, and these are given a certificate authorizing

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them to compete at the centre examinations which are held in March. Thus 30 or 40 competitors are provided at each of the centres, and a qualified committee is selected to assist the deputy or the sub-inspector. The competition is expressly restricted to elementary subjects (the same as the pass examination) to prevent the gurus aiming at secondary education, soundness and sharpness, and not extent of learning, being rewarded. The best boy gets the primary scholarship of the centre, and his guru a money reward of Rs. 12. A proportion of the remainder, varying in different centres from 40 to 80 per cent., get money rewards of from Rs. 5 to Re. 1, according to place on the list, the guru receiving a reward of the same value as the pupil. Those who fail, if they have come from any distance, get an allowance or *khoraki* of a few annas.

"This payment to pupils, whether as rewards or as *khoraki*, was not perhaps intended as a charge on the primary grant, but I earnestly hope it will be approved of as an essential portion of the scheme. It will be seen when I come to figures that the payment to pupils only amounted to about 5 per cent. of the expenditure, all the remainder of which, with trivial exceptions, went to the gurus. In fact, it only takes the place of the prizes which are necessarily given to the pupils in every school.

"Besides the payment by results, a fixed allowance of Rs. 2 is at the same time paid to each guru under agreement who comes up to the examination, ostensibly as a remuneration for preparing his returns, but in fact as a sort of fixed reward over and above the fluctuating reward he obtains for his pupils. This year, owing to the elaborate returns required by the Director, the allowance was raised to Rs. 3 for all the pathsalas that furnished these returns."

* * * * *

"The following figures show the success attained, which, even in spite of the epidemic which prostrated the people in the most advanced part of the district, far surpassed the most sanguine anticipations that could be formed :—

	Number of pathsalas under agreement that attended the 10 centre examinations in 1872-73.	Number of similar pathsalas that attended the 113 sub-centre examinations in 1873-74.
	576	1,669
Number of pupils studying at these schools	11,502	28,357
Number that were actually put forward by the gurus as qualified to pass	......	8,939
Number that were passed—		
1. Reading and writing ... { Higher standard	.. ..	1,084
{ Lower "	......	5,895
Total ...	......	6,979
2. Arithmetic ... { Higher standard	......	1,170
{ Lower "	... ..	4,317
Total ...	......	5,487
3. Zemindari and mahajani accounts	......	77
4. Land measurement	......	......

"It is not expected that any one will pass in mensuration till the gurus return from the training school."

* * * * *

"The following is an outline of the advantages which I claim for the system :—

"1. It bears the same relation to the monthly aid system that piece work bears to day work. All the advantage of shamming to keep up pathsalas is removed; success attends care and attention; the guru may close his school when he likes, but has no interest in pretending to keep it open. It would be utterly impossible to look after 1,700 pathsalas with only six inspecting officers on any other system than that of payment following results.

"2. It is much more economical. It will be seen that each guru on an average received Rs. 7, or about 9 annas a month; pathsalas aided monthly cannot be kept up so cheaply. In the present case, while the bulk of the gurus get but little, they *may* get a great deal; thus in the current year nine gurus got over Rs. 35; nine more over Rs. 30; 17 more over Rs. 25; 22 over Rs 20; and 73 over Rs. 15. Again, the payment is enhanced in value by being given as a reward for actual success after all the *eclat* of a public examination.

"3. It reduces to a minimum the discouraging effect on private expenditure which all Government aid causes. It is perfectly well known that as soon as Government aids any such institution the people reduce their fees at once. Thus Rs. 10,000 given in the form of monthly aid to so many pathsalas will not add more than Rs. 5,000 or Rs. 4,000 to the income of the gurus, and the rest will be balanced by reduced fees. Given in the manner here set forth, and as a distinct reward of success coming once a year, the people have much less excuse to retrench ; but they nevertheless do so to some extent.

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"4. The examinations spread all over the country increase indefinitely the interest in primary education, and the competition between the gurus is a powerful stimulus to the latter to exert themselves.

"5. By the system of sub-committees, who are associated in the examinations, local interest is stirred up. Already one endowment of a primary scholarship to be given in a certain sub-centre (Mysadal) has been created, and probably many more will be in the next year or two.

"6. While leaving the gurus entirely unfettered outwardly, it provides us with the best possible lever for introducing reform. Whatever the examinations lay down, the gurus will look to. At present the orthography of pathsalas is so bad that it could not be at once made a *sine qua non* of passing, but by paying more attention to it year by year the gurus will per force improve themselves.

"7. It succeeds in entirely winning the confidence of the gurus. Instead of looking at the sub-inspector as a spy or an innovator, his advice is gladly listened to in the hope of obtaining better results.

"8. Incidentally it secures a thorough inspection on the part of the inspecting agency, who must visit in turn every sub-centre. The temptation to pass over the inaccessible tracts and pay four-fold attention to those most easily reached is thus overcome.

"The chief weakness in the system is its tendency to galvanize pathsalas into existence at the time of examination which afterwards drop off. To remedy this I propose next year to increase the fixed payment, say to Rs. 4, but only to allow it to pathsalas that were under agreement the previous year and have kept up during the year. New pathsalas may earn what they can by results, but will receive no other payment.

"It will no doubt be observed that the system of payment obviates all inconvenience and expense to the gurus, who receive on the spot 16 annas in every rupee without a pice of expenditure unless they earn over Rs. 20, when they have to affix a stamp to their receipt. This was invariably attended to.

"I have to add that, as a rule, the deputy inspector and sub-inspectors worked admirably, and it is entirely due to their exertions and to their throwing themselves so thoroughly into the system set before them, that it worked so well. As far as I can judge, no other department would have worked a new system so successfully and intelligently, and I received from all sides the best reports of their fairness, impartiality, and integrity."

The Inspector remarks on the difficulties experienced in securing the regular payment of the village teachers :—

"Many primary schools are situated in remote and almost inaccessible places, postal communication is impracticable, and frequent inspection visits equally so, for, with the large number of schools in their charge, inspecting officers cannot afford to spend a whole day in visiting one village school. The gurus are therefore unpunctually paid. Thus payments are often in arrears for four, sometimes for six months, and I confess I do not see any way to a plan to prevent the delay. Indirectly, the operations of the inspecting staff might be controlled if the receipted bills on which stipends are drawn were submitted to some officer who has time to check them. At present there is no check on the paying officers, for the receipts, I have ascertained, are retained by them for months together, and finally get no further than the principal deputy inspector."

It will be seen that even in the Midnapore district under a strict system of payment by results the villagers are still said to reduce their fee payments to the gurus in consideration of the Government money allotted to them.

On the deficiency of school accommodation, Mr. Hopkins remarks :—

"The gurus wander from house to house, and trust to the good nature of some householder. This produces irregularity. If the guru has no house of his own, the villagers ought to provide a commodious hut for the school. I find private houses used as school premises are a mistake, for the owner always interferes more or less in the management of the school and the admission of pupils."

Mr. Hopkins has not been favorably impressed by the night schools and girls' classes attached to some of the improved pathsalas, though he says that many of the subordinate inspecting officers speak highly of them. "The night schools," he writes, "are thinly attended by lads who ought to be at day schools, and are taught by a master whose energies ought to be worn out by six hours day teaching. Many more girls attend pathsalas where the teachers receive no extra remuneration for the classes than where remuneration is given. I would have no distinction between the sexes in village schools, for I am convinced it does more harm than good."

The night schools are intended for adults and for children employed in cow-keeping during the day, and they ought to be useful amongst an agricultural population. The Inspector is probably right in his view that children of both sexes should be treated alike in elementary village schools.

The Commissioner has made no remarks on the Inspector's report.

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CALCUTTA.—In the distribution of the pathsala grant of 1872, no allotment was given to Calcutta, and practically Government has as yet done nothing for native mass education in the metropolis of India. The Inspector writes :—

"In the other districts of Bengal there were model or pioneer schools, circle schools, and improved D pathsalas on the Bhu Dev plan ; none of these classes of schools were ever vouchsafed to Calcutta, and following the same rule, Calcutta is the only district of Bengal deprived by Sir George Campbell of all participation in his noble primary pathsala grant and in his primary scholarship grant.

"Primary education is left virtually to work itself in Calcutta on the principle of demand and supply, and the returns show that there do exist a great many primary schools, nor do we know how many more. It may be maintained that the shoemakers in Calcutta fulfil the demand for shoes ; and that even if their work is not of a high order of excellence, it would not be improved by Government interference, Government inspection, or Government subsidizing.

"How frightfully neglected the education of the Calcutta masses is, may be inferred from the fact that out of 133,131 Muhammadans only 595 are found in the 321 schools, with 21,917 pupils included in the last returns.

"The Calcutta municipality is almost the only municipality that makes no grant for education. A very small sum would start, say four Hindu, four Muhammadan, and four Christian primary schools in Calcutta. At present such efforts as are made to reclaim or improve the lowest classes are due to the different religious bodies.

"The social position of the 8,042 pupils contained in the schools that have given full returns is—

	Christians.	Hindus.	Mussulmans.	Others.	Total.
Upper classes ...	1	405	8	0	414
Middle classes ...	743	4,470	435	3	5,651
Lower classes ...	394	468	152	22	1,026
Parentage unknown ...	327	608	0	6	941
Total ...	1,465	5,951	595	31	8,042

"This return thus equally brings out the fact that very little is done in Calcutta for the education of the masses by Government."

PRESIDENCY DIVISION.—"In the greater part of the Presidency Division," writes the Inspector, Mr. Clarke, "in fact, nearly in the whole of it except the southern edge abutting on the Sundarbans, village pathsalas under old-fashioned gurus abounded previous to the primary grant of September 1872. This was put out in such cases in grants of Rs. 2-8 to the best of the existing gurus, *i.e.*, those who had the largest schools. In very few cases was any test applied to the guru ; it was known or assumed that he taught country writing and arithmetic, and that was enough. In Satkhira and Kulna sub-divisions from one-third to one-half of the pathsala grants may have been to new villages to which gurus were sent. In Diamond Harbour sub-division about half the E pathsala grants were given to new schools, but in nearly the whole of the rest of the division the grants were given to pre-existing schools, and these have as yet not been improved."

Mr. Clarke discusses at some length the condition of the newly subsidized pathsalas, their relation to lower class schools of other kinds, and the possibility of improving them. "The three district committees," he writes, "have treated their 'pathsalas' differently. Sir George Campbell spoke of pathsalas as implying primary schools, and one committee has classified accordingly. It may be a question whether Sir George Campbell did not intend all 'circle' pathsalas, D pathsalas, *i.e.*, improved Bhu Dev pathsalas, and Government lower vernacular schools, to be reduced to his primary standard ; but nothing has been done of any consequence in this direction, except that the Magistrate of Nuddea appears to have broken up eleven D pathsalas and to have expended the money on E pathsalas, *i.e.*, primary schools.

"I should explain that the E pathsalas, or schools which teach (95 per cent. of them) the primary course of Sir George Campbell, form a class of school quite separate from all our other schools. A lower vernacular school means a middle vernacular school shorn of its two upper classes. Such a school teaches, as far as it goes, as soundly as any of our schools, though not so highly, and it possesses a faculty for improvement, so that at any time it may rise to the middle standard. Such lower vernacular schools generally have teachers qualified to teach the middle standard, and form part of the general system of vernacular education.

"Our D pathsalas teach nearly the standard of our lower vernacular schools, but many of them have reached, or nearly reached, the middle standard, and all of them are reported to be aspiring towards this middle vernacular standard. Our 'circle' pathsalas are some of the middle vernacular standard, some of the lower vernacular standard, and many others in the course of rising from one to the other.

"A few of the schools receiving grants under the budget grant of 30th September 1872 (and therefore classed as E pathsalas), are true lower vernacular or middle vernacular schools, the Deputy Inspector having in these few cases managed to give primary grants, not

to old-fashioned gurus, but to young pandits from our vernacular schools or normal schools. This number (in the Presidency Division) will not exceed 5 per cent. The great mass of the E pathsalas are genuine primary schools, such as Sir George Campbell wished they should be. The gurus are old-fashioned men who can teach the primary course *at most;* they and their pathsalas are most difficult to improve. The education given in these pathsalas does not fit on to our general system at all. The spelling is often faulty in the extreme; the reading from books very little; in arithmetic they do simple long division by continual subtraction; in surveying they find the area of fields by squaring the quarter girth. In the teaching of such schools it may be safely asserted that, up to date, no improvement whatever has been effected by giving them Rs. 2-8 a month from Government.

"There is thus a very broad line established between the E pathsalas and all the other sorts of schools classified as 'primary' in the reports; in these latter a competent sound teacher is placed, and the education is left to filter downwards and by degrees reach the lowest but one class of society. In the E pathsala, a school frequented mainly by the lowest class but one of society is accepted together with its guru, is given a grant for doing what in many cases it did before; and the problem before us, as yet unsolved, is how such schools are to be benefited by Government money and Government interference?

"During the year under report no increased allowances were given to 'circle' or D pathsalas, and the lower class vernacular schools (Government and aided) obtain nearly the same amount as before; but a large additional sum was discovered for E pathsalas, so that the 24-Pergunnahs got Rs. 3,000 extra, Nuddea Rs. 2,400 extra, and Jessore Rs. 1,500 extra. It follows that the E pathsalas have increased largely both in schools and boys; while the 'circle' and D pathsalas have remained nearly stationary, or, at all events, the number of schools has remained stationary, or slightly diminished, if the number of boys has increased a little.

"One main object of Government in founding those E pathsalas was to give the Government education money for the benefit of a lower social class, and this object has been obtained, at least, temporarily. The Chasa and fishermen boys only rarely go to any school, and the old 'circle' and D pathsalas contain boys of nearly every class above the lowest; but the E pathsalas contain a much larger percentage of Muhammadan and bazar boys than do the D and 'circle' pathsalas.

"The minute by the Magistrate of Nuddea contains, in a very brief space, all that can be said (as I believe) in favor of the E pathsala system as it now works. He draws a picture, describing the E pathsalas as filled exclusively with lower class boys, the D pathsalas as filled with *bhadra lok.* This is, I am sure, too absolutely stated even for Nuddea. Boys of one social rank naturally go to the same school as other boys of their own class; and, *on the average,* the social class of E pathsalas is below that of D and 'circle' pathsala boys; and that is all, I believe, that can generally be affirmed. There are circle pathsalas that contain boys of a very low class; and there is this important note to be made that by taking up a village guru of the lowest class you get into our education returns (at a cost of Rs. 2-8 monthly) a large number of low class boys at once. If you establish instead a 'circle,' or D pathsala, it is less popular at first with the lower class boys; but we see such a school make its way, and the people of lower class to appreciate its value more and more year by year. In short, the whole course of education, under the influence of Government during the last eight years, has been one of continued infiltration."

As regards the improvement of the old-fashioned pathsalas, Mr. Clarke continues:—

"There are several difficulties in the way of elevating the education in these pathsalas. As one magistrate (in another division) has forcibly put it, if you attempt improvement, you are very likely to improve these schools off the face of the earth. Sir George Campbell founded a system of second and third grade normal schools in every district to which these old-fashioned gurus were to be called up for four or six months and improved. In Jessore, it is agreed on all hands that this part of the scheme cannot be worked; at all events, not the slightest attempt is being made to work it, and the Jessore normal school is at work (as it has been many years past) educating D pathsala gurus. In the 24-Pergunnahs, the Magistrate of Basirhât was ordered to select out of his sub-division a brace of gurus for improvement to be sent to read in the Baraset third grade school; he sent a brace, who did not stay a week there, and then another brace, who likewise left, and then another, unto the fifth brace. There is the further difficulty raised by the experienced district deputy of Jessore that, if we were to succeed in improving any of these old-fashioned gurus, who learn very slowly in school, they would no longer be content with their Rs. 2-8 a month; they would want Rs. 5 monthly at least, at which rate there are plenty of improved normal school men now waiting for employ.

"The Magistrate of Nuddea argues that the giving of Government money to the existing class of old gurus acts as a general encouragement, and that more men will in consequence enter the trade. This argument I urged in last year's report against the Magistrate of Chittagong, who thought it little use to give grants to existing old guru pathsalas. But throughout this division I have gathered the opinion that, when a guru gets a Rs. 2-8 grant from Government, the village diminish their contribution to him by at least an equal

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amount. This cannot be demonstrated, but it seems to be the universal opinion of the civil officers in Jessore, and of some of the most experienced officers in other districts.

"If this is so, there remain two things only that can be said in favor of the E pathsalas in the state in which they are receiving Rs. 2-8 each, viz., that such Government grants render the gurus less migratory, and that the Government money is thus bestowed on a lower social class than it can *immediately* be by any other method previously tried.

"The circle pandits receive Rs. 15 monthly Government pay; the D pathsala gurus receive Rs. 5 monthly Government pay; the E pathsala gurus in general receive monthly Rs. 2-8 Government pay. These are all fixed rates that are not practically raised or lowered, whether the teacher and his schools go on well or ill. The Rev. Mr. Ellis, of Jessore, who has had great experience of the schools and the people, commented to me strongly on the evils of this system. Doubtless the simplest and crudest system of payment by results would be better; but to carry out even this we require an enormous increase both in the number and status of our inspecting staff. It takes an inspector but a few minutes to ascertain how many boys in a school can read, write, and explain easy Bengali; and we might give our grant by the head number for boys, ascertaining some moderate standard of this kind. (I mention this particular standard only because we have been working it departmentally for years.) We should thus get over one serious evil in our schools, viz., that the head teacher is generally intent on teaching his first class for scholarships, and leaves all the rest of his school to very inferior teachers altogether. By a payment of grant or head money for all pupils over a low standard, we may get more attention paid to the middle of the school. The scholarships will always pull up the first class."

The Commissioner, Lord Ulick Browne, in his comments on the Inspector's report, remarks:—

"I concur in a great deal of what Mr. Clarke says, specially as regards primary schools, the new arrangements affecting magistrates of districts, and the appointment of district school committees to do certain duties.

"By means of increased grants and the exertions of the magistrates, the number of E pathsalas has increased during the year considerably in the 24-Pergunnahs and Nuddea; but in the case of the latter district the decrease in the number of unaided pathsalas is greater than the increase in English schools; so, even allowing for some of the unaided not sending in returns and being thus excluded, it is probable that grants have been given to hitherto unaided schools converting them into E schools.

"In Jessore, on the other hand, there is a great increase in unaided schools, owing, however, in this instance, to their being searched out by the inspecting staff and their statistics obtained. In the 24-Pergunnahs the increase in both classes of schools is considerable.

"With reference to Mr. Clarke's remarks on Sir George Campbell's E schools, if the late Lieutenant-Governor only looked to teaching a small percentage of the lower classes a little reading, writing, addition, and subtraction in their own vernacular, as I believe he did, then what he has done is, I think, likely to meet with fair success; but if anything more was looked for, then I should say it has not been, and is not likely to be, attained.

"The subject was so entirely new to the executive last year that I fear many of us were in too great a hurry in looking on so many of the schools brought to notice in the first annual reports as so many additional schools full of new pupils, all suddenly arising in response to the offer of education to the masses; but as our ignorance of educational matters grows less, we see how much reason there is to doubt the correctness of such conclusions, and to say with any confidence, even approximately, what increase in primary schools and pupils has really taken place since September 1872. There can be no doubt that in a number of cases the Rs. 2-8 are paid to gurus who used to be paid by their pupils' fees; that now the parents of the boys have reduced their fees by that amount, and thus the only difference is that Government now pays the fees that the boys' parents used to pay. And then, again, as is particularly shown during the past year in Jessore, there must be a number of unaided schools whose statistics not being received by the Educational Department have no official existence, and that the number of such schools registered as existing depends upon the energy and persuasive powers of the inspecting agency and on the willingness of the school managers to give information. Without knowing accurately how many gurus and other unaided schools were in existence in September 1872, we cannot tell with any approach to accuracy what are the real results of Sir George Campbell's scheme or rather grants.

"As for improving the gurus and the E pathsalas, I do not expect to see that accomplished, and think that if any improvement is wanted it must be sought by establishing more D schools. As Mr. Clarke says, no test is applied as to the efficiency of the gurus, and in his paragraph 9 he shows how attempts to induce them to go to a normal school failed; while if it were to succeed, they would, as he observes, give up their guruships at Rs. 2-8 as being beneath their attainments."

RAJSHAHYE DIVISION.—The Rajshahye Division had been worked for many years under the improved pathsala system prior to the introduction of Sir George Campbell's scheme of 1872, and probably on that account the increase of primary schools receiving subsidies

from the state under the recent measure has been considerably less than in some other circles, where little or nothing had been done previously in the direction of mass education. The Inspector notices the fact that "while in some of the circles the primary schools were at once increased eleven-fold and even sixteen-fold, they were only a little more than doubled in Rajshahye." PRIMARY INSTRUCTION.

It is remarked both by the Inspector and the Commissioner that the year has not been a favorable one for the spread of education in this division, owing to the distress from failure of the crops, which has prevailed with more or less intensity in every district; but the Inspector reports that this distress had little apparent effect in diminishing the attendance at the schools he visited. "Who," he observes, "that saw the schools in the interior of the district, crowded as they were with children to the end of February last, could believe that the village people were at that very time purchasing food-grains at prices sometimes 50 per cent. higher than about the same date of the year before. In the schools there were absolutely no outward signs whatever that anything like a famine was apprehended in the country. How could the people send their children in such numbers to school if they were (as they must be) so anxious about providing means for their subsistence? But yet such is the fact. I was out in the district to the middle of March and nowhere did I see school attendance grown less. I observed the same thing in the famine year of 1866 in the schools of Midnapore, Bankoora, and Burdwan. The attendance of children did not grow perceptibly less on account of the pressure of scarcity; but yet there was then, as there is now, one indication of popular distress in the schools. It is the marked and continued decrease of fee incomes. In 1866, when the pathsalas were under my immediate charge, I ascertained that the income from fees fell off 48 per cent. although the attendance had declined only 10 per cent. What the decrease has been this year I have no longer the means to ascertain, but wherever I have been I have found the village teachers clamorous for some increase to their stipends, and in those instances in which I had opportunities to examine their books I found that the fee incomes had come down considerably. But it is not during the official year under report that the effects of scarcity and high prices can have manifested themselves very markedly in the schools. We have had as yet only two months at most of considerably high prices, and the time of severest struggle is just come and not yet gone away. To provide against these times the authorities in some of the districts have temporarily increased their payments to the village teachers, and it is to be hoped that they will be able by such means to keep on a good many of the new primaries."

As regards the statistics of the pathsalas for the past year the Inspector writes:—

"The total number of primary schools returned for the Rajshahye district during the year ending the 31st March last, is 1,847, being 91 more than the number returned for the preceding year. The roll number on the 31st March 1874 is given as 42,875, which is 3,734 more than it was on the same day the year before. The increase in the number of schools has therefore been 4·9, and in the number of pupils 8 7 per cent."

The numbers here given do not, however, correspond with the Inspector's figured statements. He proceeds:—

"The Government expenditure on the primary schools was Rs. 43,344-4-0 during the year 1872-73. It came to be Rs. 70,129-13-10 during 1873-74. It is impossible fully to explain why the expenditure was so disproportionately large for the single quarter of the year 1872-73 during which the scheme was worked."

There are signs of improvement in some of the pathsalas which received subsidies in the previous year.

"The education which is being imparted at most of the primary schools continues on the whole to be what it was at the time when they were first taken up. But symptoms of an ambitious or imitative spirit have begun to show themselves here and there. Printed books are slowly making their way into many of the pathsalas, and I remember to have seen not bad imitations of tables and benches made of bamboo in a few of the more respectable amongst them. I do not remark on these points with any view to deprecate such innovations. I look upon such movements as inevitable, and, if anything, as a proof that the Government money spent on the indigenous schools, is not being paid simply for the purpose of obtaining returns. When I find old gurumahasays subsidized by Government taking to printed books, and trying to spell through the lines, I believe that the man has felt the necessity of doing something for the money paid to him. When I see the village people felling their bamboos in order to convert them into benches for the accommodation of the children, I see the day not distant when they will express dissatisfaction with the unlettered teacher, and apply for a modest grant and a qualified pandit.

"I confess that I cannot see what great harm would result if a large number of the primaries should in time develop into good schools. But absolutely there is no fear whatever of any large number of our pathsalas rising up too high. They were low enough, and where was the necessity of subsidizing them at all if we are only solicitious to keep them as they were?"

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Primary Scholarships.—The examinations for these scholarships were conducted by the deputy and sub-inspectors under the orders of the district magistrates. The results are tabulated below :—

Districts.	Number of schools that sent candidates.	Number of candidates sent.	Number passed.	Number that won scholarships.
Moorshedabad	126	519	126	7
Rajshahye	64	173	34	10
Maldah	26	114	73	4
Dinagepore	8	26	8	8
Rungpore	103	331	186	12
Bogra	13	24	16	4
Patna	116	463	47	7
Total	456	1,650	490	52

The Inspector suggests that in future this examination should be held simultaneously with the examinations for vernacular and minor scholarships.

"Excepting that it might be difficult to make proper arrangements for superintendence over such a large number of candidates at the same time, I do not see that there can be any objection to hold these examinations simultaneously with those for the vernacular and minor scholarships. I know I used to do it in one district where some of the zemindars had founded a few junior vernacular scholarships for the benefit of the pathsalas in that district, and in a manner anticipated, though on a very limited scale, Sir George Campbell's orders on this subject. My suggestion is that, as in preceding years, all these scholarship examinations (primary, vernacular, and minor) be held simultaneously at sub-divisional head-quarters, and be superintended by the sub-inspector of the circle and the sub-divisional officer and any delegates that the district committees may choose to send from their body with that object. Where sub-divisional head-quarters are too few, some of the most centrically situated munsif's stations may be made to answer the purpose. I think it to be of some importance that the number of general examinations to be conducted by the deputy and sub-inspectors should not be too many in the year, and also that the centres for such examinations should not be too few, compelling little children to stay for days together away from their homes, no provision whatever being made for their board and lodging at the place they go to."

KUCH BEHAR DIVISION.—The number of primary schools included in the returns for this division is 97. The pupils attending them amount to 2,152. Of these 1,178 are Hindus, 929 Mussulmans, three Christians, and 42 Buddhists.

Figured statements only have been received from the Darjiling committee, and in the absence of a report but little information can be given regarding the progress of primary education in the district. There are 37 pathsalas at work with 810 pupils. They are supervised more or less by the Scotch Mission under the Rev. Mr. MacFarlane, but no Government deputy inspector has been appointed to take charge of them. Fresh arrangements are under consideration, but they have not yet been matured.

In the Julpaigori district there are 60 pathsalas attended by 1,342 pupils.

The Inspector, Babu Bhu Dev Mukurji, writes of them as follows :—

"The primary schools are reported to be very popular, and are said to have been pushed into every populous locality of even the most remote and secluded parts of the district. * * * Some schools have lately been opened amongst the Mechs. It is not stated what language is being taught in these schools, for the Mechs have a dialect of their own; but I suppose that in the pathsalas they will learn Bengali. Much difficulty is experienced in getting qualified teachers; for the present they have been supplied from the middle vernacular schools of the district, and larger rates of pay are now being offered them with a view to induce them to take charge of pathsalas in the Dooars, where, on account of the extreme unhealthiness of the climate and other inconveniences, it has heretofore been found difficult to persuade teachers to go."

The Commissioner, Sir W. Herschell, remarks :—

"The extension of the pathsala system is on a very different footing in the several parts of the division. In Julpaigori it is well established, but here I must remark that the amount of support given by the people is not a safe index of their approval, as a large part of it is really a Government grant in another form by the Kuch Behar estate (*viz.*, in pergunnah Boda). The system does, however, seem to be popular. In the Dooars these schools have only just been established by the exertion of Babu Ram Chandra Bhumik, the Sub-Inspector, who has been very successful. There are no contributions to these schools that are not truly popular.

"In the Terai the education has hitherto been quite gratis, and little is known of the pathsalas except their existence and increase in numbers under Mr. MacFarlane. These will in future be expected to find some maintenance from the people.

"In the hills the same has hitherto been the case as in the Terai, and will continue so.

"Throughout the reports I see that the very important question of popular contribution to the pathsalas is passed over in silence. I have drawn the attention of the Deputy Commissioners to the vital necessity of preventing the people from falling into indifference

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in this respect. The continuance of a grant should be made to depend on the continuance of reasonable support as heretofore, where such has been the practice. Elsewhere, as in the Dooars and Terai, where we introduce them for the first time, I think a fixed fee in kind or in cash should be required from each pupil. In kind would probably be preferable.

"I have held one examination for primary scholarships in Julpaigori since I took charge. The examiners who assisted me had great difficulty in passing any candidates, and the general attainments of the rest were very poor indeed. The conclusion was irresistible, that if they were the selected candidates, the ordinary teaching must be strictly nominal. Here most especially the need for the Inspector's service is great.

"The normal school in Julpaigori has hitherto failed to produce anything like reasonable proficiency in the students. The present master will, I hope, improve the school greatly.

"My own enquiries as to indigenous pathsalas go to show that there are none of established position other than the Government ones. Private occasional teaching is to be found at the houses of substantial ryots, but it is transitory. The absence of villages throughout the division is a great cause of this. The desire for elementary schools is decided.

"The primary education given in the hills has hitherto failed to reach either the large population of coolies in the tea gardens, or the ordinary laboring class other than ryots. The demand for labor is the obstacle, these children being able to earn so much. One of Mr. MacFarlane's Nepali teachers, however, has successfully commenced a night school, with an attendance of 40 or more."

Dacca Division.—In most of the eastern districts, with the exception of Chittagong, indigenous pathsalas of the old-fashioned type do not now exist in any large numbers, and perhaps have never occupied the ground as they have done from time immemorial throughout the greater part of central and western Bengal and Orissa. Hence it seems probable that the primary grant of 1872 has proportionably been more effective here than elsewhere in adding to the means of instruction within reach of the rural population. Yet in these districts the reports show that a very considerable proportion of the children attending the new pathsalas had managed to acquire the first elements of education before they joined them.

In his report for the Dacca Division, the Inspector, Mr. Croft, writes as follows on the numerical returns of the new pathsalas for the past year:—

"On the 31st March 1873, the lower vernacular boys' schools of all classes in the Dacca Division (excluding Cachar) numbered 1,085, with 30,224 pupils. On 31st March 1874 they numbered 1,209, with 37,521 pupils; of these 984 are pathsalas, with 30,429 pupils, aided out of the pathsala grant. There are also 180 pathsalas of a similar class, with 5,504 pupils, still unaided.

"At the end of the previous year there were 742 aided pathsalas, with 21,180 pupils, and 281 unaided, with 6,914 pupils. Further, 120 pathsalas have been abolished.

"We can now, therefore, see precisely what has been done in lower education during the past year. Against the 120 pathsalas that have died out, 250 new ones have been called into existence, bringing an addition of 7,500 boys. All the unaided pathsalas of 1873 that survived are now receiving aid, and also nearly a third of those that have since sprung up. The number of boys in schools stimulated by Government aid (that is, by the fear of losing it) has increased by 9,000. Each boy cost Government about Re. 1-2 per annum; but all the pathsalas were not at work throughout the year.

"I cannot regard these results as other than promising. When I say that 7,500 boys have been brought into school who were not there a year ago, this statement must be taken with a qualification. I do not mean that none of them were receiving instruction. But I am sure that as soon as a pathsala finds that it has come within the educational field of view, when, for example, it is an applicant for aid, the guru in general takes much more pains with his boys and tries his hardest to push them forward for the next visit of the deputy inspector. More than this, in many pathsalas that I have seen the best boys could do no more than write their names and count. I hardly think that these would have existed or existed so soon had it not been for the fact that money was being given away. And when a guru once receives aid, he is well aware that he has to exert himself in order to keep it; and in many cases that there are rival pathsalas on the look-out to supplant him. Many a time has the Deputy Inspector told me—'This pathsala is not doing well, I have reduced its grant to Rs. 3,' or else 'I am going to recommend the transfer of the grant to the pathsala in yonder village.' In backward parts, no doubt, there is less stringency, and we are glad to keep any school going, however poor. Also, as I shall show later on, the dearth of inspecting officers makes active supervision in many parts impossible. But schools know that they are always liable to be dropped upon; and it is my firm belief that in an aided pathsala the boys are kept together more and brought in in greater numbers than when the guru has not and does not expect to have this incentive to exertion."

Commenting on this, the Commissioner of Dacca, Mr. F. R. Cockerell, writes:—

"The results of the recently inaugurated scheme for the fostering and aid of primary education continue, I may say, to be the chief object of interest in connection with this department throughout the eastern districts. If the number of pathsalas seeking aid, or

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starting into existence in the expectation of future aid, is to be accepted as the test of the success of the measure, then the statistics of the Inspector's report will show that the experience of another year's trial of the system has been no less encouraging to the opinion expressed before, that the expansion of the demand for primary schools would be found commensurate with the extent of the funds available for expenditure in aiding their establishment.

"But if the system of spending large sums in support of these schools is to continue, something more is required than doling out grants-in-aid; and we must make some better attempt than has hitherto been possible to ascertain whether this expenditure is really conferring adequate benefits on the classes affected by it. The scheme would seem to have been started on the notion that the masses flocking to these pathsalas were absolutely ignorant, had everything to learn, and must therefore pick up something, however crude the system of teaching, or ignorant and incompetent the prevailing class of teachers might be; but any such supposition is dissipated by the interesting information afforded in the reports of some of the inspecting officers, which show that at least many, if not the majority, of the pathsala pupils come with a certain degree of home-spun elementary instruction in a portion of the three 'R's.' which forms a good foundation and starting point for the acquisition of further knowledge.

"It becomes then a very important question to what extent this further knowledge is being acquired, and whether the present mode of expenditure on this subject is the best for attaining the end in view. At present we are simply paying away money in the hope that it is being properly and usefully applied. But unless our inspecting agency is to be very largely increased, we have no positive knowledge that it is so. The inspecting work done with our existing establishment is merely fragmentary. It does not pretend to be thorough; it simply cannot be so until a much larger staff is employed. The details of the report establish this point most conclusively, and I have merely referred to it for the purpose of urging the expediency of diverting some portion of the funds (if the necessary money is not otherwise forthcoming) appertaining to the pathsala grants to provide such additional strength to our supervising staff as will make it possible to test fairly the effect of these grants in improving the education of the lower classes."

It has been noted that the old-fashioned gurumahasay is not a universally recognized institution in the districts of the Dacca Division, as he is in central and western Bengal, yet in these districts as elsewhere there is the same tendency on the part of the people to look on the Government grant as an allowance intended to relieve the parents from the payment of all fees for the education of their children. The Inspector writes on this point:—"In estimating the popularity of the new pathsalas there is one suspicious fact to be kept in view. In many places the people look upon the gurus as Government servants, whose business it is to give them free education; and they frequently refuse to pay their monthly pice even where they always paid before. This fact greatly complicates the question of the grant that should in general be given to gurus."

Mr. Croft then proceeds to consider what should be sufficient remuneration to procure and retain the services of a village teacher:—

"I see by the returns," he writes "that against Rs. 34,000 given by Government to the new pathsalas, the people subscribed Rs. 19,000. That is, if Government gives Rs. 3-8, the guru's total income would on the average be Rs. 5-8: quite enough to induce a young man to start a pathsala in the hope of better days to come. I think little of the comparison one hears between the guru's stipend and the pay of the common cooly; the gurus could not take to the profession of coolies, even if such a profession existed in villages. The Magistrate of Sylhet believes that the people are gradually coming round to pay fees, and he confidently looks forward to reducing the Rs. 5 grants before long. In Backergunge it is reported that many of the gurus earn large incomes. The Dacca district committee have resolved to give no grant in future over Rs. 3, too low a limit in my opinion. The conclusion I am inclined to come to is this: in many parts Rs. 5 must always be given, and in some Rs. 2-8 will be found sufficient; but the great majority of pathsalas can be kept going with a grant not exceeding Rs. 3-8 or Rs. 4."

Mr. Croft then points out that there are strong reasons for revising the district allotments of the pathsala grant:—

"Dacca district is unfortunately compelled to the parsimonious course above stated, seeing that it has allotted all its grant, and has nothing to give to the many pathsalas crying out for aid. Dacca, in fact, urgently needs more pathsala money. There is a selected area in Bikrampore thickly dotted with schools of all kinds. I find from my diary that in one week in April I visited 33 schools in this tract (mostly pathsalas), and that I travelled only 98 miles. Much of this travelling consisted in riding from my boat to the school region and back; it may be judged therefore, how close together the pathsalas are. And they are, with hardly an exception, successful and well attended, so that it would be a pity to break up any one of them. But this the Magistrate will be compelled to do largely in order to provide for the wants of less favored parts, or else he will have to reduce pathsala grants all round, a very risky undertaking, I fear. It seems to me that the time has now come for revising the assignments to each district, not merely for pathsalas, but for other purposes also, as I shall show later on,

I append a table showing the pathsala grant to each district, and the amount placed out up to the 31st March 1874:—

District.	Assignment.	Amount allotted.
	Rs.	Rs.
Dacca	11,700	All.
Fureedpore	9,200	9,100
Backergunge	13,000	8,000
Mymensingh	13,800	7,000
Sylhet	11,700	9,000

"Dacca may fairly claim a large slice out of these spare thousands. Such a transfer, I may remark, is provided for in the first paragraph of the pathsala resolution.

"In Dacca then, as I have shown, the money has been absorbed without the least sign of saturation. In Fureedpore the Magistrate has lately expressed some alarm that he may have to reduce pathsalas for want of funds. In Mymensingh Mr. Reynolds declares the pathsala system to be exactly suited to the large Muhammadan population: in fact, he would reduce many schools of a higher class to this level. The Magistrate of Sylhet points to this scheme as a triumphant success. The only discordant note comes from Burrisal. Mr. Beveridge thinks that the system of primary education has not been very successful. The people are indifferent; the village system is imperfectly developed; for nearly half the year communication is dangerous, and a guru can get but a few boys together. These remarks apply to the south of the district; in the sadr sub-division, and in parts of others, there is a large field for primary education, but it cannot be worked for want of sufficient inspecting agency. One of the outlying tracts should be abandoned and the sub-inspector transferred to the sadr.

"I believe that Mr. Beveridge does not overstate the case in the least. In the Sundarban region groups of houses are rare; the country is a network of khals; the population is debased, ignorant, and fanatical. The precarious footing of the pathsalas is shown by the large number that died out last year. Still I should be inclined to foster those that show any sign of vigour; and I would keep the sub-inspectors where they are. The Magistrate despairs of getting any more sub-inspectors: but perhaps his fears may be unfounded."

The general standard of the pathsalas in the Dacca Division is described as follows:—

"The level attained by the new pathsalas varies widely: but in general it is kept low enough. Out of 60,000 pupils in all schools, 52,000 are in the primary stage, and over 32,000 of these cannot read, write, or understand easy sentences. Most of them belong to pathsalas. Still I find that there is a growing tendency to raise the standard, which deputy inspectors often try to check, unwisely, as I think. This tendency I have observed to be more marked in backward parts of the country, where I have come across a considerable number of boys who could read *Bodhoday*. In Bikrampur, in the specimen area selected by the Dacca Magistrate for forcing pathsalas, I saw hardly half a dozen up to that level. The boys are kept to the pathsala course pure and simple, and if any one shows a tendency towards more learning, he takes himself off to the head school. But in less advanced regions he has not this resource, and he compels the guru to teach him what he wants.

"The course of instruction will be best known if I describe what takes place when I visit a pathsala, say a good pathsala of 30 or 35 boys. When I come in, I say—"Write your names, all who can." Half or two-thirds will bring me their names written; the rest are smearing ক, খ, on strips of green plantain leaf. Those who can write can generally count up to 100; perhaps a dozen know the multiplication table up to 100. Then there will be five or six who can reckon and in some instances can multiply 16 by 12. These I call up and say—"In 27 pice how many annas?" "If a seer of oil cost 5 annas, how much will 10 seers cost?" Some two or three boys are quicker than the rest, and to them I give the same kind of question, substituting 2½ annas and 5¼ seers. All this is done in the head; and in good pathsalas, where the guru is sharp at that work, the best boys will bring out the answer rapidly and correctly, sooner than I could in some few cases. Then I hear them read simple words, and set them to spell those they have read and others. In a few pathsalas two or three boys will read *Bodhoday* and be able to tell me the three kingdoms, and say what objects belong to each; to name a quadruped, an amphibian, the five senses, and so on; but this is rare as yet. Such boys will generally be able to work out on their slates a compound multiplication or reduction sum: meanwhile other boys are writing out a pottah, at first from a copy, afterwards from memory; while the lowest of all are blacking their fingers over shapeless characters owned by no language. This is the extent of the instruction; and I take my leave, giving the boys a holiday in honour of my visit."

"Babu Baikuntha Nath Sen, District Deputy Inspector of Dacca, has, at the request of the district committee, printed the pathsala course. It is issued in two parts: the first part up to spelling of words and the numeration and multiplication tables,—price 6 pice; the 2nd part, including forms of letters, pottahs, bonds, and tables of weights and measures—price 12 pice. It is largely used in Dacca district; it is good and cheap, and I should be glad to see its use widely extended."

The Commissioner is struck with the great accession of Muhammadan pupils in the schools of his division, chiefly no doubt in the new pathsalas, which he regards as a healthy sign of the times. The returns show that the Muhammadans attending school in 1873-74

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are nearly 50 per cent. more numerous than they were in 1872-73. This, he remarks, is an altogether unprecedently rapid rise, and, considering how largely the population of this division is Muhammadan, he justly emphasizes the fact as one of great importance and interest.

As regards the extent to which we are at present acting on the different social strata by our educational machinery, Mr. Croft has calculated from the educational returns and the figures given by the census for the Dacca Division, that about one in eighteen of the boys of a school-going age are actually attending schools included in his returns, and that of these school-goers, two in five belong to the landholding and professional classes, one in five to the trading classes, one in twenty to the servant and artizan classes, and one in forty to the cultivating classes. On this classification he remarks:—

"The above results are extremely rough, owing to the difficulty of identifying the classes in the educational and census returns. But admitting them as an approximate indication of the truth, the figures are interesting. They show what has all along been declared that the new scheme of education touches the servants and artizan classes very little, and field laborers hardly at all.

"That the school population among traders is no more than one in five, I should attribute to two causes: first, that betel sellers and such like unduly depress the average of bazar dealers; and secondly, that numbers of tradesmen still keep their sons at home in their shops and teach them their business and their letters together just as they used to do before pathsalas were spread abroad."

Primary Scholarships.—The Inspector has the following remarks on the award of the primary scholarships:—

"For 55 scholarships in the division, 1,528 candidates competed, being one in twenty of the whole number of pathsala pupils. Care has invariably been taken to exclude boys from middle class schools, who often try to creep in; and in some cases boys of the upper castes (not classes) seem to have been excluded; an unnecessary restriction. The limit of age for primary scholarships is 14 years. I have not received returns of age of the boys elected; but in Dacca district it is as follows:—

6 boys of 14 years.
1 boy of 13 „
3 boys of 12 „
2 boys of 11 „
1 boy of 10 „

The first six boys, therefore, will be 16 when their scholarships run out, a year too old for the vernacular scholarship examination. These six scholarships are thrown away in regard to the object of the new scholarship rules, viz., that a boy of low degree may rise through the chain of primary, vernacular, junior, and senior scholarships, to a high position in the State. District committees would do wisely to limit the age to 13 years, or two years below whatever limit may be fixed for the vernacular examination. They can do so consistently with the rules.

"Many district committees have resolved to give certificates in future to all who pass the primary scholarship examination. This will largely swell the number of umedwars basing a claim to a Government appointment on the scrap of paper given by the district committee. I hardly think it will add much vitality to the education of the masses, and it seems to me exactly designed to 'induce boys to think themselves above manual labor or ordinary village work,' as the 30th September Resolution expresses it."

CHITTAGONG DIVISION.—The returns for 31st March 1874 give 537 lower vernacular schools of all classes for the Chittagong Division, with an attendance of 17,661 pupils. Of these schools, 517 are pathsalas with 16,930 pupils, and all but 19 of them are aided. The newly subsidized pathsalas have increased during the year by over 200, and the pupils in them by nearly 8,000. The whole of the pathsala grant has been placed out, but all of it was not spent during the past year. When the schools are in full working order it is estimated that the yearly cost of each pathsala pupil will be Rs. 1-8.

The Inspector, Mr. Croft, discusses in his report the extent to which primary education is indigenous in this division, and shows that the district of Chittagong is quite exceptional amongst the districts of eastern Bengal as regards the supply of elementary instruction.

"It is not pretended that the 16,000 pupils in the new pathsalas owe their education entirely to Government support. The 30th September resolution professed to do nothing more than to encourage and to extend the existing indigenous agency. Yet the Deputy Inspectors of Tipperah and of Noakholly (and their opinions are accepted by the Magistrates) believe that three-fourths of the pathsala pupils would not now be learning but for the grant. I do not dispute these conclusions; on the contrary, from all enquiries I have been able to make in the absence of local experience, I dare say they are well founded. I draw attention to them in order to put them in conspicuous contrast with the results reached by the Deputy Inspector of Chittagong, and in order to show how little the educational circumstances of one district enable us to judge about its neighbour. I proceed to detail the results of the investigations made in Chittagong.

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"In the fortnight ending the 31st March last, the Deputy Inspector, Chittagong, aided by his sub-inspectors, by the circle pandits, and by the school and pathsala teachers under his orders, made an educational census of the district, village by village. To each man he prescribed a definite area and a definite form of enquiry. Collecting the results, he found that there were, outside the range of Government supervision, 1,480 indigenous and unaided schools of various kinds. Of these, 1,139 were maktabs, 252 pathsalas, 49 Sanskrit tols, 30 kyoungs under Budhist priests, and 10 English schools. In all, they educated nearly 24,000 pupils, of whom 19,424 were Muhammadans, 3,715 Hindus, and 737 Mughs. On the same date the total number of pupils in the inspected schools of the district was under 8,000. These facts, the knowledge of which we owe to the unprompted energy of the Deputy Inspector of Chittagong, I believe to be unparalleled, in this circle at least. In the Dacca Division I have received very little information about uninspected schools. The rough conjectures of the inspecting officers would add not 300 per cent. but something between 5 or 10 per cent. to the number of known pupils. In Tipperah, indeed, the Deputy Inspector has personally discovered 200 maktabs, and he thinks there may be 100 more which have escaped his search; but in Noakholly they are reported as numbering some thirty only. I said above, the facts are unparalleled 'in this circle.' I would have said 'in all Bengal,' but that the Deputy Inspector of Chittagong has personally expressed to me his conviction that other districts would show, on examination, the same results. At least it proves how needful it is to set on foot an organized educational census on the lines so successfully followed out by Babu Brajendra Kumar Guha.

"The Deputy Inspector further asked for particulars of the age of each school. On this point he gives a necessary explanation. If a school is said to have existed in a village for two years, it does not follow that education began there two years ago. It means that the present teachers set up a school at that date, and education may well have been going on for twenty years under a succession of teachers. This must be remembered along with the fact that 530 of these indigenous schools are returned as coming into existence since 1st January 1873. Many of them did no doubt begin then for the first time, being stimulated by the offer of Government money that had been just before made; and I have no doubt that it is from schools of this class that the new aided pathsalas have been largely recruited. There remains the fact that 930 indigenous schools certainly existed independently of the influence of the Government grant. Of these, 450 have been in existence from two to five years, and 500 from five to twenty years and upwards.

"It will be noticed that most of these indigenous schools are maktabs, whose sole business it is to teach the Koran to Mussulman boys; most, but not all; for, on going through the list, I find that Bengali is taught, either alone or in addition to Arabic, Persian, and Urdu, in 563 schools. Deducting the 252 pathsalas and the few tols and kyoungs that teach Bengali in addition to Sanskrit or Burmese, there remain some 300 schools (maktabs) in which Bengali is taught; that is, in which education in our sense (however rudimentary) is given in addition to that form of it which is prescribed as a religious exercise. I set aside Urdu from this computation, because I do not know whether it presents the vernacular of any section of the people. My own experience in Chittagong was, that among the lower classes of Mussulmans, Hindustani was just as strange as Sanskrit. Where Bengali is taught mental arithmetic generally accompanies it. It is probable, as the Deputy Inspector thinks, that this teaching has often been added, if not in expectation of a Government grant, yet in emulation of some neighbouring school which had received aid. If this be the case, the indigenous education even of Muhammadans and the Government system are by no means antagonistic; each influences the other to the benefit of both."

Mr. Croft then proceeds to discuss the policy of subsidizing the Muhammadan maktabs with reference to their alleged sectarian character.

"Upon this comes the contested question, how far the Government should recognize and aid the sectarian education, as it has been called, of the maktabs? I am strongly of opinion (doubted by some) that the maktab course is of the nature of education proper, and gives a boy an aptitude for learning in general; and also (which none can doubt) that the restraint and discipline of a maktab have their educational value, though in a different sense from the other. That boys get a taste for learning by reading in maktabs I believe to be proved, first from the fact that many boys, after or while reading therein, go to a pathsala to learn Bengali, writing, and accounts; and also from the two facts noted by the Deputy Inspector of Chittagong, that the number of Muhammadan pupils in pathsalas has increased nearly 400 per cent. during the last year (an enormous increase compared with Hindus), and that the average attendance of each pathsala has risen from 32 to 37, pointing to a steady increase of popularity in a characteristically Muhammadan population. The same increase in general attendance, I may here observe, is found in Tipperah and Noakholly, in each of which districts the pathsalas have now an average of 31 pupils, against 27 and 29 last year.

"I therefore consider it good policy to aid any maktabs that would consent to teach a little Bengali and arithmetic, in the hope that, as time went on, these secular studies might extend their limits to the utmost point consistent with religious obligation. I have seen a purely Muhammadan pathsala in which the religious element was confined to teaching the Koran (to a few boys only) for an hour before the pathsala course began. The Deputy

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Inspector of Tipperah relates the instance of a maktab, unpromising enough to start with, which, as soon as it was aided, beat up 113 boys, and at the next examination carried off the first primary scholarship of the district. Once let a maktab get into the educational stream, and I have little fear about its going ahead fast enough. The discussion of this question, unfortunately, has little practical value, since the pathsala money has actually been placed out. I have entered upon it, partly to prevent the indigenous maktabs of Chittagong and Tipperah being unduly depreciated, and partly in justification of the aid already given to over a hundred maktabs in this division.

"It is pretty clearly agreed that Mussulmans have no objection whatever to reading Bengali under a Hindu teacher. Of 4,000 pupils in the uninspected pathsalas, 28 per cent. are Mussulmans; and there is a still larger proportion in the inspected pathsalas under Hindu teachers. I intend the foregoing remarks to apply to those cases in which Mussulmans have not this resource, and I altogether question the wisdom of refusing to aid, and therefore partially to secularize, the institutions that Muhammadans love on the ground that they are in essence sectarian."

I concur in Mr. Croft's views on this subject, which indeed are in general accordance with the orders of Sir George Campbell, who laid down that grants might be given to maktabs as well as to pathsalas "*provided a useful primary education is really given*" in them. It is certain, however, that this stipulation is not always enforced, and that grants are sometimes paid to ignorant munshis, who teach nothing but recitations from the Koran and the mechanical reading of Persian. All such payments should be stopped.

As regards the effect produced by the expenditure of public money in subsidizing existing pathsalas, Mr. Croft writes in a hopeful tone, though he admits that here, as elsewhere, the complaints are general that the villagers are now unwilling to pay the usual fees on the ground that the gurus are Government servants and are bound to teach gratuitously.

"If the indigenous agency is so extensive and so good of its kind, there may seem little use in squandering money merely to bring it within the Government system. The truth is, much more is done than getting these schools down on paper. As soon as aid is given a gurumahasay fears to lose it. He consents to any discipline that may be imposed, sits regularly and for longer hours, and beats up all the boys he can. The primary scholarship standard gives the best gurus a definite aim in the way of self-improvement. As soon as a pathsala is aided, it wins increasing confidence from the villagers. In Chittagong, for example, the 14 unaided pathsalas under inspection have an average of 32 pupils; those lately aided have 36; and those formerly aided by the Director of Public Instruction, 39. The general run of indigenous uninspected schools have but 16 pupils each. I pointed out above that in Tipperah and Noakholly the attendance was steadily rising. I have no doubt that the pathsalas are gaining in favor with the people.

"But looking at these from the guru's point of view, are they likely to be permanent and successful? On every side the complaint is heard that the villagers will now pay no fees; the gurumahasay is a Government servant, bound to teach gratuitously. This is by no means universal, but it is common enough to demand careful enquiry, and it has now continued for some time. The following figures are therefore worth notice. In the past year the gurus of Chittagong Division have received from Government Rs. 15,000, and from fees Rs. 4,300; Rs. 3,800 have also been contributed to the pathsalas under the heads of endowments, subscriptions, municipal grants, and miscellaneous funds, including the half salary paid to many gurus by zemindars, notably in Tipperah district. Of this Rs. 3,800, a large proportion—perhaps one-half—has been spent in building houses; but I think I am near the mark in saying that the total local income of the gurus will have been not less than Rs. 6,000, or 40 per cent. on the Government contribution. When the pathsalas are all running throughout the year, they will cost Government Rs. 24,000: so that the whole income of the gurus will be about Rs. 34,000. This is to be divided among nearly 500 pathsalas, giving each guru something like Rs. 70 a year. I am inclined to think that this is enough to secure a supply of fairly competent men who may expect better things in future. It is the nature of education to be more valued the more it is known; as time goes on, as the gurus advance in capacity and influence (this is hardly an unwarranted assumption), and as the people get to hear of scholarships and other advantages which may be traced to the pathsalas, we shall not hear that many are shut up because the gurus cannot live. The question may be left to settle itself; if a man is content with six rupees a month, no one need interfere; if he feels that he is above the common run, he will generally be able to convince the villagers of his worth, and to make an effective demand for the customary fees.

"I repeat that we can only trust to the influence which the gurus may gain with the people. Anything like authoritative coercion I should look on as a very dangerous experiment. To forbid a guru to take boys without fees would be inoperative; he is bound to show pupils to the inspecting officer. The Magistrate of Tipperah has lately sanctioned grants on condition that half the amount of the grant shall be raised from local sources. This applies the grant-in-aid principle where (I suspect) it was never meant to be applied, but I hardly think it will really increase the teacher's pay. The Chittagong committee

suggests the withdrawal of the grant when the teaching suffers from the falling off of subscriptions. It is not the teaching so much as the teacher who would suffer thereby, and with him lies the remedy. If there is no real demand for education in the neighbourhood, he will take himself off to a more ambitious village, and the grant will be set free for himself or some other claimant."

The Inspector is no doubt right in objecting to any rigid conditions being laid down regarding the amount of fee income to be realized by the guru; but it is clearly proper to discourage the idea so commonly held by the people that the Government grant is to be a substitute in whole or in part for the fee payments of the parents.

The Officiating Commissioner, Mr. R. D. Mangles, remarks—

"Notwithstanding the large number of primary indigenous schools which have now been brought to light, the Inspector is apparently of opinion that assistance to these schools should still be rendered by the Government. From the remarks made by him in paragraph 23 of his report it would seem that the policy of assisting the primary schools has resulted in securing increased confidence in these schools among the people generally, and that the number of pupils in the aided schools is on the increase; but I observe that it has not been shown that more boys attend schools now than formerly when no primary school grants were given, and the fact still remains that the boys in the unaided schools are three times more numerous than those in all the Government schools.

"I am not as yet in a position to give my own opinion on this question, but it appears to me that if Government assistance is continued in these districts, where there is apparently no want of indigenous primary education, it should be clearly understood that it is to be afforded for the purpose of securing some particular object of importance either in the way of discipline or instruction, which the indigenous system does not spontaneously provide for, or for the purpose of providing a better educated class of teachers, which are evidently unnecessary in the Chittagong district. From the Inspector's remarks it would seem that in the Chittagong and Tipperah districts assistance to the primary schools has been hitherto rendered on the simple understanding that there shall be no falling off in the number of pupils or in the local receipts of those schools."

The Commissioner adds—"As regards primary education and such learning as is suitable to the social states and position of the large bulk of the inhabitants, I am of opinion that this division would contrast very favorably with any other in the province, and there can be no question that the ordinary ryots and laborers are far better educated and much more intelligent than those of Behar."

It appears that the average pathsala grant is Rs. 3-8 a month in Tipperah and Rs. 4-8 in Chittagong; and the Inspector considers that the difference is justified by the great superiority of the Chittagong pathsalas—

"The finer educational atmosphere of that district is favorable to the growth of teaching skill, and the gurus adopted by us have fallen very readily into our groove. In general they have carried the pathsala course to a level not approached by any other district in this eastern circle, and in a quarter of the pathsalas the boys read books as high as Charupath, and work sums up to Rule of Three. At the same time, the barest rudiments are regularly taught to beginners. I have, in my Dacca report, put forward the opinion that in backward parts of the country, pathsalas will attain a higher standard than they will in advanced districts like Dacca. The case of Chittagong bears out this view. Middle schools are few and not over good, and there is consequently a steady pressure put (though unconsciously) by the best pathsala boys upon their teachers to carry them forward to the furthest point attainable in the absence of schools.

"The circle schools of the lower class are only four, three being in Chittagong. The gurus of these pathsalas already receive Rs. 2-8 a month: it is now proposed by the Magistrate to give each guru Rs. 5, so as to make him no worse off than the generality of pathsala gurus."

The returns of the Chittagong Division show 22,866 pupils in schools of all classes which are in any way connected with the Education Department, and it appears that no less than 21,153 are in the primary stage of instruction, of whom 61 per cent. cannot yet read, write, or understand easy sentences.

Patna Division.—In the Patna Division the number of subsidized primary schools has increased during the year from 1,445 to 1,872, and the number of pupils attending them from 27,560 to 33,668. The average annual grant to each school was Rs. 30-14-5. Of the aggregate number of pupils, 29,818 were Hindus and 3,814 Muhammadans.

The Inspector had visited 511 pathsalas and maktabs in this division. He complains that too great stress is laid on the number of schools in a district, the number of their pupils, and the number who have passed the public examinations, and that too little attention is paid to the general quality of the teaching. "When praise and promotion are seen to depend on quantity, not quality, it must follow that many deputy inspectors will do, as many other tacticians do, who watch the signs of the times, and take care to swim with the tide. They will strive their utmost to show a large increase in numbers, while they neglect the solid work of improving their schools, the actual condition of which so rarely comes under the observation of over-worked officials; and yet the Commissioner of Patna, Mr. Bayley, can manage to give

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as much as two hours to a patient and close examination of a school, and to the mode of teaching which is so commonly overlooked."

The following are extracts from Mr. Bayley's remarks on the Inspector's report:—

"Since October last the time and energies of all the district officers as well as of myself have been so entirely devoted to famine matters, as to render any active attention to other branches of administration exceedingly difficult; and for my own part, I must admit that my neglect of educational matters during that time has been absolute.

"I had quite expected, too, that the pressure of scarcity would have, as a matter of course, had a bad influence on all education, and have gone far to empty the pathsalas to which the lower classes mostly resort; and I had expected that this, combined with the inability of the district officers to push on and mature the scheme of primary education which was only begun last year, would have resulted in its temporary failure, and that we should have had to begin all the work over again as soon as circumstances became more favorable.

"The scheme, however, has shown an inherent vitality which has altogether falsified these predictions; it has not only survived the untoward circumstances of the year, but has flourished and progressed, and, thanks greatly to the hearty co-operation and supervision of the departmental officers, the scheme is now on a much better and securer footing than when last year's report was submitted.

"To me this a matter of great satisfaction, and I think the Inspector and his sub-inspectors are to be congratulated to a great extent on the result.

"The number of pathsalas and of the pupils attending them has increased in all the districts; a fair proportion of the gurus have passed through the training schools; the jealousies and fears of the people have been succeeded by a growing appreciation of the good intentions of Government; and a desire for improvement has set in. In many of the pathsalas a register of attendance has been introduced; slates have superseded the practice of scrawling on the ground; and the guru has been calling into question the efficacy and propriety of some of his time-honored modes of teaching. In Chumparun only, which the Inspector calls 'the most backward of backward districts,' the famine operations interfered with the progress of education, but even there the state of things as regards primary instruction compares favorably with that in the last year.

"All this is decidedly a move in the right direction and the more a matter for congratulation, as it is not the result of any extra pressure or encouragement, but the development of the system under exceptionally untoward circumstances.

"The following table shows at a glance the results in the different districts during the year under report, as compared with those of the preceding year:—

Districts.	Number of Pathsalas.		Number of Pupils.		Average attendance in each pathsala.	Average cost of Government per pathsala.
	1872-73.	1873-74.	1872-73.	1873-74.		
						Rs. A. P.
Patna	174	254	3,962	4,983	19·6	2 5 6
Gya	364	427	6,379	7,245	17	Not given.
Tirhoot	429	474	7,944	8,080	17	3 1 0
Shahabad	194	244	Not given.			
Sarun	214	290	4,709	5,888	20·2	2 0 8
Chumparun	70	173	Not given.	3,271	19	Not given.

"Though the above figures show that Tirhoot had the largest number of aided primary schools and pupils, and Gya was next to Tirhoot, yet considering the area, population, and the amount of Government assignment in the two districts, the ways and means seem to have been better economized in Gya, the results of which must therefore be considered to be the most satisfactory.

"The results shown above give the following averages for the division:—

Number of pathsalas ...	1872-73	..	1,445
	1873-74	...	1,872
Number of pupils ..	1872-73	...	27,560
	1873-74	...	33,668
Average number of pupils attending each pathsala			18
Average annual grant to each pathsala		...	Rs. 30 14

"From these figures we have one aided primary school in every 12·6 square miles, inhabited by 6,967 souls; or, in other words, 2·6 persons at school in every *mille* of population.

"Of the aggregate number of pupils, 29,818, or 88·5 per cent., were Hindus, and 3,814, or 11·3 per cent., Muhammadans; and 151, or ·04 per cent., belonged to the higher classes; 4,260, or 12·6, to the middle; and 29,189, or 87·3, to the lower classes.

"The primary scholarship grants were distributed among the sub-divisions according to their importance, and were awarded by the district committees to deserving students recommended to them either by the civil authorities or by the officers of the Educational

Department. Only in the district of Tirhoot was an examination of the candidates for primary scholarships held. It was thought that the time for such examinations had not yet arrived; but from the results of the examination held at Mozufferpore, it seems that this mode of testing the merit of the candidates may be adopted with advantage by other districts. The total number of candidates who appeared at this examination was 304, being 14 from six schools in Hajipore; 24 from 27 schools in Tajpore; 20 from eight schools in Mozufferpore; 80 from 18 schools in Durbhunga; 154 from 17 schools in Seetamurhee; and 12 from seven schools in Mudhoobunnee. PRIMARY INSTRUCTION.

"There is now a guru-training school in each district of this division, with the exception of Chumparun, where the school could not be opened owing to the house intended for it having had to be appropriated to famine purposes; the fitness of some of the teachers is, however seriously called in question by Dr. Fallon. Mr. Worsley says that there being 34 middle vernacular schools in Tirhoot (or nearly four times the number in the other district) it ought to have a first class normal school, which is the only one of the three classes of such institutions which provides for the training of pandits for those schools. There need not, I think, be much difficulty about the matter. A class for pandit pupil teachers may be opened in the existing school under the special sanction of Government, one extra pandit being added to the staff of teachers in case it be (which I do not expect) found insufficient to do the extra work.

* * * * *

"There is a good deal of truth, I fear, in the remarks which Dr. Fallon makes as to the tendency of our system at present to lay more stress on numbers which can be exhibited in a return than on careful inspection, the results of which are not so apparent. It is perfectly possible, however, to pay attention, *pari passu*, both to quality and quantity of schools."

Bhagulpore Division.—The number of subsidized primary schools has risen during the year from 456 to 872, and their pupils from 9,351 to 20,519; of the latter number, 15,685 are Hindus, 3,578 Muhammadans, 1,199 Santhals, and 56 Paharis. Besides the 872 primary schools receiving aid from the Primary School Fund, there are 66 lower class aided schools under the Church Missionary Society, and five under the Baptist Missionary Society, containing together 1,153 pupils.

The returns also include 86 unaided pathsalas and maktabs attended by 930 pupils.

The Inspector, Dr. Fallon, had visited 210 pathsalas and maktabs in this division. He writes:—

"In the case of all old schools which I examined, I distinguished between inefficient teachers, whose grants should be reduced or withdrawn, and efficient teachers, whose grants might be raised.

"With the half-dozen exceptions noted in my inspection reports of districts, all the aided maktabs are shams. They are still the same Persian maktabs they were before. They receive Government pay, but they do not teach the subjects for which they are paid.

"In some pathsalas the pupils evinced a preference for the English system of arithmetic, which was taught along with their own system, and in some cases the Hindi and Hindustani books prepared by the Department were attractive enough to find buyers among pupils who never read any book before.

* * * * *

"The suspicions and apprehensions which were roused by the introduction of the grant-in-aid scheme of primary instruction, have apparently vanished, and the people now ask for aided schools in villages which are yet without any.

"There can be no doubt that confidence has been restored when gurus spontaneously bring their schools for examination to the Inspector's camp from a distance of 12, 16, and 20 miles, when the only schools ordered to attend were schools within a radius of six miles.

"In the education resolution of September 1872, it was suggested that teachers might be recruited from the patwari class. It can scarcely be desirable, however, whatever their readiness in calculation, that the minds of future generations should be moulded by a class of men so notoriously corrupt, not otherwise worse than other classes, except for the peculiar temptations to which they are exposed, and the skill in roguery which comes from practice, with the twist which is commonly transmitted by descent."

"On this subject the head-master, Patna Normal School, as secretary, district committee, writes as follows:—

"The large majority of the gurus belong to the class of patwaris or accountants of petty landholders. When false cases involving landed property have to be got up, they frequently play no unimportant part in the matter. Hence they lack the very virtues which should be looked for in a village teacher. Their conduct, as far as it has been observed in the Normal School while under training, rather tends to confirm the above statement." (Patna District Report.)

These remarks apply alike to the Patna and Bhagulpore Divisions.

The Commissioner, Mr. Barlow, makes the following remarks on the working of the scheme of primary education in the Bhagulpore Division.

* * * * *

"At the time when the last education report was submitted, the scheme had just come into operation, and sufficient materials did not exist for a complete report on the subject. We

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have fuller materials now, but the breaking out of the famine in this division during the year under review having very nearly engrossed the whole time and attention of the principal executive officers in each district, the progress of primary education could not be watched or assisted by them or me to that extent which might have been desirable.

"It is satisfactory, however, to notice that against 456 schools, attended by 9,351 boys in the year 1872-73, there were during the year under report 872 schools, attended by 20,519 boys, in the whole division. This alone is an undoubted sign of the increased popularity of the scheme, and the Inspector notices the point prominently in his report. When the scheme was first introduced, the zemindars viewed it with considerable mistrust, and indulged in various speculations as to the possible intentions of Government. They were not at first disposed even to provide house accommodation for primary schools established on their estates.

"They are, however, beginning now to appreciate the object of Government, and their old prejudices are rapidly dying out.

"It is worthy of note that out of the aggregate number of 20,519 boys attending the primary schools of all classes in the division, only 41 belonged to the higher classes, and 1,925 to the middle classes, while 13,923 belonged to the lower classes. This shows a decided preponderance in favour of the last. The result is encouraging, and gives promise of the fulfilment of the object of Government in the introduction of the scheme.

"The Inspector's report does not furnish precise information as to the class of persons from which the gurus are recruited, and to what extent the guru-training classes opened in normal schools have conduced to supply the want of trained teachers. I certainly concur with the Inspector in his remarks as to the inexpediency of taking teachers from the patwari class. They are, for the most part, illiterate people, having none of the necessary qualifications of teachers of the young; and it is much to be doubted how far they would be likely to be popular with the mass of the people. The teachers that we have been able to secure up to this time are, it must be admitted, of an inferior sort, but I think the Inspector has judged of the primary schools from too high a standard in his remarks upon the inferior quality of the education imparted by them. It must be remembered that they are still in their infancy; and from the limited nature of the grant made to them they can never be expected to command the services of first-class teachers. Thorough supervision on the part of inspecting officers can alone mould the comparatively rude materials at our disposal into shape, and bring about useful results.

"The unaided maktabs and pathsalas properly come within the scope and operation of the scheme of primary education. The Inspector speaks unfavorably of these in comparison with the aided primary schools, but makes no suggestion as to how they may be improved. I am inclined to think that it is desirable to extend Government aid as widely as possible amongst those schools, and bring them under the more direct control of the inspecting officers of Government. In cases in which Government primary schools exist within a convenient distance of any of these indigenous schools, the plan of amalgamation might perhaps be tried with good result. I am for having a better class of schools, and few in number, rather than a multitude of schools in every village, each upon too small a scale to do any good."

The objections to the employment of people of the patwari class as village schoolmasters, are, I believe, well founded, but the conditions under which the new scheme was launched left in many cases but little option to the local authorities in the choice of teachers. Care must now be taken to weed out by degrees the most illiterate and ill-conditioned of those at present receiving subsidies, and to replace them by men of a superior stamp who have received some training in the normal schools.

The reports show that the subsidized maktabs here, as elsewhere, are too often of a wretched type and entirely fail to fulfil the condition under which alone they are entitled to receive grants, viz., that "*a useful primary education is really given*" in them.

ORISSA DIVISION.—In Orissa the primary school grant has been almost exclusively distributed amongst pre-existing pathsalas and maktabs, and little has been done to improve them.

There are now in the division 82 of the old five rupee pathsalas with an attendance of 1,710 pupils. Sir George Campbell's scheme is said by the Joint-Inspector to have made rapid strides during the year, the new pathsalas under inspection now amounting to 750, with an attendance of 13,624 pupils. The grant for primary schools of all kinds for the year was Rs. 29,420: but against this only Rs. 17,691 was drawn. Most of the saving was in the Cuttack district.

In the report for the Balasore district, the committee writes:—

"On the whole subject of the new system of mass education, the committee are of opinion that the first results of its introduction was simply and wholly a change in the paymasters of the *abadhans*; new pathsalas had not been created, but old ones had been subsidized. The masters, pupils, and methods of teaching all remain the same, without improvement either as to quality or quantity. The only difference was that the peasants withheld the pice and grain which were formerly given the *abadhans* as schooling fees, and they took their salary instead and made no complaints. The people say they do not see why they should pay a man who receives a salary from Government for the purpose."

The Cuttack committee make the same representation :—"In practise the amount of our grant cannot be said to be so much addition to the *abadhan's* former gains, for in the greater proportion of cases as soon as a teacher touches anything from Government, his employers lower their remuneration."

The Joint-Inspector, Mr. Ager, seems to think that this result is in accordance with Sir George Campbell's views in framing the system. "It was for the benefit of the mass," he writes, "and if the people have withheld a portion of their former aid, I am not sure that they have not rightly interpreted the wishes of Government." There is certainly nothing on record to lead to this inference. Mr. Ager in commenting upon the opinions of the Balasore and Cuttack committees takes a more hopeful view of the improving effect of the Government outlay; but in my recent visit to Cuttack he represented to me that things were generally going on nearly as of old in the pathsalas of the old *abadhans*, and that the magistrate had expressly told him not to attempt to interfere with them, or "he would improve them off the face of the earth."

I saw some of these schools, and my impressions were not very favorable. They take much pride in their recitation of Sanskrit *slóks*; but this is not a very improving process as it rarely happens that either teachers or pupils understand a word of what they utter. They learn a little bazar arithmetic, but it is poor: much inferior to the arithmetic in most Bengal pathsalas. The best thing they do is their writing, engraving with a sharp-pointed iron style on palm leaves, which is generally good; but the spelling is quite *ad libitum*. A *maktab* which I came across at Khurda, in the Pooree district, contained, when I visited it, 13 boys of ages varying from five or six to about 13. The first class consisted of one pupil, a bright intelligent-looking boy who was reading *Gulistan*, and could, to a certain extent, explain the meaning of what he read in Uriya. The other 12 boys were all in various stages of learning to read Persian, but without being taught the meaning of a single sentence; and yet several of them had been between three and four years in the school. They were taught nothing else, and knew nothing. As an experiment I asked the boy in the first class how many mangoes he could get for Re. 1-8 if three mangoes cost one anna? He tried it in vain in his head, and then made two ineffectual attempts on a palm leaf. He knew no arithmetic and the munshi complained that it was not fair to question him in it, as the business of the school was only to teach Persian. This man was receiving Rs. 5 a month, the highest pathsala grant, for continuing to do precisely what he had been doing for years past without Government money, and for doing it very badly.

The report of the Pooree committee only states that "the progress of primary education is highly satisfactory," and that "it is this class of instruction that we should concentrate all our exertions to improve and extend."

The Joint-Inspector puts forward a more favorable view of the results of subsidizing the old *abadhans* than he conveyed to me when I visited Orissa; "Some improvement," he says, "takes place as soon as the *abadhans* touch Government money. Unaided pathsalas are for the most part carried on in dark, close, unhealthy rooms, have no fixed scheme of study, are under no discipline, and aim at no progress. Aided pathsalas, if the conditions of the Government aid have been fulfilled, are properly housed, aim at a fixed standard of instruction, and endeavour to show progress at each visit of an inspecting officer. In the latter case the *abadhan* feels an obligation to remain a certain period per diem at his post, whilst in the former the *abadhan* fears no superior control and leaves his pupils for days together. I am frequently waited upon by the heads of a village community and urged to establish or subsidize a school. The plea they always put forth is, they see the children improve in the pathsalas visited by inspectors, whereas nothing is learnt where *abadhans* are left to themselves. No fact more cogent could be adduced in favor of the pathsala scheme."

It has been reported from other parts of the country that the villages frequently show similar eagerness to get a pathsala grant, while the guru is quite indifferent to it, the reason being that the villagers are pecuniary gainers by the Government subsidy, which is of no advantage to the guru. There are strong grounds for suspecting that this is also the case in Orissa, and that the applications made to him are not quite such cogent facts in favor of the new system in its present state as the Joint-Inspector believes.

Mr. Ager continues :—

"With regard to the allegation that 'the people make the Government aid a pretext to withhold their wonted support,' I am of opinion that this only happens where the school has been established without due regard to Government resolution, dated 30th September 1872, which states 'those places should be selected where the need is greatest, *and where the people are willing to help themselves to some extent.*' The want of attention to this order I had occasion to notice in a letter addressed to the Acting Commissioner as early as October last."

Mr Ager prescribes his remedy for the state of things :—

"What appears to me necessary is a simple code of rules and regulations to prevent *abadhans* from being too extortionate in their charges, and to constrain the villagers to pay aided *abadhans* a moderate fee, failing which the withdrawal of aid."

Such rules might no doubt be framed, but it is not clear in what way they could be practically enforced. He more justly points out that permanent improvement is best to be

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secured by the normal schools, which will gradually introduce a younger race of soundly, though not highly, educated teachers.

"Pathsalas of the old class are non-progressive. Boys attending them learn no more than bazar arithmetic and Sanskrit *slóks*, which neither they nor their teachers understand. Government inspection has already been followed by the establishment of normal schools for the *abadhan's* improvement, and this will be followed by scholars being taught to read, write, and understand their vernacular instead of to gabble off pieces in an unknown tongue."

On all this the Inspector, Mr. Hopkins, remarks:—

"Much remains to be done to improve these pathsalas. The system of instruction is primitive; beyond writing and arithmetic, little is taught. The Uriya system of mental arithmetic is not so good as the common *subhankari* method practised in Bengal, nor is it so well taught. There is very little discipline to be found in the schools at present. Reading and spelling is very inferior. Caste prejudices are observed in the precincts of the school shed. Low caste children sit apart."

Primary Scholarships.—The information given about the award of the primary scholarships is very meagre. The Joint-Inspector only reports that—"In Cuttack district primary scholarships were awarded on the result of examination; but in Balasore and Pooree districts they were awarded on the recommendation of the deputy inspectors. The number of scholarships awarded in Cuttack district was 30, in Balasore 7, and in Pooree 8."

CHOTA NAGPORE DIVISION.—The population in this division is chiefly non-Arian, and several missionary agencies are largely employed in educational work amongst the aboriginal tribes.

The Inspector, Mr. Clarke, writes:—

"The 'tribes' in Hazareebagh and Manbhoom are chiefly Santhals; those in Lohardugga and Singbhoom Kols (including in this term Oraons).

"Using this very rough classification, it may be said that education in the province of Chota Nagpore is made up of—

(*a*) The Government schools, which contain Hindus and Kols.

(*b*) The schools of the Anglican Mission in Lohardugga and Singbhoom, which contain Kols.

(*c*) The schools of the Berlin Mission in Lohardugga, Singbhoom, and Manbhoom, which contain Kols.

(*d*) The schools of the Scotch (Pachamba) Mission in Manbhoom and Hazareebagh, which contain Santhals.

"In this general classification, D and E pathsalas are reckoned Government schools, as well as the model, normal, and zillah schools.

"There are, besides, a few aided schools supported out of estates in the Government hand, and by Government sub-divisional officers, and by the educated Hindu gentlemen as the chief stations. But the influence of these few schools on the province is as yet a mere nothing.

* * * * * *

"It has been remarked throughout Bengal that with the hill tribes education is most rapidly started by the missionaries. In many cases Christianity is antecedent to education, and some of the greatest difficulties that obstruct the first introduction of education are thus evaded: even the Christian girls can generally be got to a Mission school. It is thus that the Santhal education in Chota Nagpore is almost altogether left to the Scotch Mission; and the Kol education has till lately been largely left to the Anglican and Berlin Mission. But it may not be well that Government should entirely work through missionaries. In Singbhoom remarkable success has attended the direct Government efforts in the Kolhan; and Mission schools are often seen to be not public schools, but schools for converts and enquirers.

"It is stated in the district reports that the scarcity of food in Manbhoom has been sufficiently pressing to check sensibly the spread of schools and the attendance at school. In the rest of the province the effect of the scarcity on the schools seems to have been inappreciable."

Mr. Clarke then proceeds to describe the arrangements for vernacular education in the division prior to the primary school grant of 1872, and the effects produced by the recent grant.

"In the attempts to spread improved pathsalas on a large scale in Bengal many years ago, the first idea was to take up the existing gurumahasays, give them Government pay, and improve them. It was, however, soon found that they and their school were particularly unimproveable. The gurus were generally elderly men; they were disinclined to attend any normal school, and when got there they were found wedded to their old ways, and very difficult to teach: it was not easy even to break their habit of loose spelling.

"The Education Department, therefore, abandoned this plan, and, instead, took up the system of training vernacular school boys in normal schools (called guru-training schools). And then starting these boys (after they had passed their final normal school examination) in improved pathsalas with Government pay. These young gurus could generally be started in their own neighbourhood, often in their own village; and over a large part of Bengal the

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plan has been considered eminently satisfactory in the reports of the Education Department. These schools formed the old or D pathsalas of our present classification. They taught the course of a middle vernacular school, but often had no boys in the first (or the first and second classes); they taught country writing and bazar accounts, but also reading printed books, and European arithmetic, with the elements of sound education in geography and history. These schools received (and still receive) a fixed allowance of Rs. 5 from Government, and perhaps the giving a fixed sum is the weakest feature in this D pathsala system.

"We had also circle pathsalas, but none were ever allotted to Chota Nagpore; and model schools, which were intended as pioneer schools, but were in Chota Nagpore all started under pandits (not under gurus) to read as middle schools.

"The old pathsalas (now called D pathsalas) in Chota Nagpore were, therefore, before 30th September 1872 (and their number has not been increased since)—

	Schools.		Pupils
In Hazareebagh	4	containing now	96
" Lohardugga	5	"	146
" Singbhoom	16	"	1,018
" Manbhoom	21	"	665
Total	46		1,925

"These schools have, therefore, been fairly successful. But it has been seen above that the essential feature of the D pathsalas was that the teachers should be provided by training some of our best vernacular school boys in a guru-training school, *i.e.*, normal school; and no such normal schools (nor any other normal schools) were sanctioned for Chota Nagpore. The educational officers appear to have imperfectly remedied this defect by keeping one of the model schools at head-quarters; and at Chyebassa, where the model school kept was attached to the zillah school, it seems to have supplied a most useful class of teachers, though these even had not been specially trained as teachers.

"Then comes the primary grant of Sir George Campbell in September 1872, which gave annually to—

	Rs.
Hazareebagh	5,400
Lohardugga	8,400
Singbhoom	2,400
Manbhoom	5,700

which grants were increased 33 per cent. more in the year under report.

"These new, or E pathsalas, were to be placed out *at once*, and the manner of placing them out was left to the District Magistrate. In Manbhoom the money was nearly all allotted to schools already in existence under old gurumahasays; and if, as stated, the villagers have in consequence withdrawn their support to the old gurumahasays to at least the amount of the Government grant, it will be very difficult to show how the expenditure of the large amount has advanced education. The E pathsalas were here worked on the principle which, in the eye of the Education Department, is an exploded one. In Singbhoom, on the contrary, there were no old gurumahasays to take the Government bounty; so new schools were established exactly on the D pathsala principle (though out of the E pathsala fund), and these schools appear to have been successful in an extraordinary degree.

"In Hazareebagh a large proportion of the E pathsalas are stated to be new schools. And even where grants have been given to old gurumahasays many of them seem not unwilling to read in the normal school, and considerable improvement is reported to have taken place in the old schools. On this point the Hazareebagh report differs from all other reports that have ever come before me; nowhere else has it been said that the old gurumahasay schools have been materially improved.

"In Lohardugga, of the 152 E pathsalas, 120 are old unimproved gurumahasays, and the money devoted to these can as yet have done little to spread or to elevate education; the remaining E pathsala teachers, who are mainly Kols from the Mission schools, have started generally schools in new places, and can teach much more soundly than these old gurumahasays.

"The whole E pathsala schools are—

	Schools.		Pupils
In Hazareebagh	125	containing	2,358
" Lohardugga	152	"	3,340
" Singhboom	51	"	2,486
" Manbhoom	151	"	3,809

"The great success of the Singhboom schools is evidenced by the high average number of pupils to each school.

"Looking to the future of these schools, I think our object should be to select promising boys, to prepare these as teachers in guru-training schools that read at least as far as those of Bhu Dev Babu for D pathsala gurus, and then to establish the passed normal school men each in his own village or immediate neighbourhood. As men of this class are prepared and got ready to start schools, we should gradually withdraw our support from the old gurumahasays, except such as may have improved themselves and their schools."

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SECONDARY INSTRUCTION.—The "middle" and "higher" schools providing secondary instruction are intermediate between the elementary schools, which give primary instruction only, and the colleges which offer superior instruction to matriculated students who have passed the University Entrance Examination and are preparing for the higher examinations in arts. It must be remembered, however, that both "middle" and "higher" schools begin with nearly the earliest rudiments of education in their lowest classes, and that the great majority of their pupils are really in the primary stage of instruction.

The form of return which classifies the pupils according to their attainments contains three principal heads. The *upper stage* comprises pupils who have reached a standard equivalent to that of the first and second classes of a school teaching the University Entrance course; well-prepared pupils are usually two years in this stage. The *primary stage* comprises pupils who have not attained the standard of the third class of a "middle" school teaching the vernacular scholarship course. Pupils are usually four years in this stage, which is again sub-divided into two sections—(1) for those who can read, write, and understand easy sentences in their mother tongue; (2) for those who cannot yet read, write, and understand easy sentences in their mother tongue. The *middle stage* comprises all pupils whose attainments are intermediate between those in the higher stage and those in the primary stage; well-prepared pupils are usually four years in this stage.

The three stages are thus supposed to extend over ten years for pupils up to the age of 16, when they become eligible for admission to the University Entrance Examination.

The statistics for the year under this form of return include 449,783 pupils.* Of these, 5,446 only are shown under the *upper stage*, and 39,260 under the *middle stage*. No fewer than 405,077 are in the *primary stage*, and of these, again, only 158,406 can as yet read, write, and understand easy sentences in their mother tongue; the rest, to the number of 246,671, are below this standard, and are still engaged in acquiring the earliest mechanical rudiments of school instruction.

	Boys.	Girls.	Total.
Upper stage	5,420	26	5,446
Middle stage	37,963	1,297	39,260
Primary stage—			
(1) Higher section ...	153,433	4,973	158,406
(2) Lower section ...	239,364	7,307	246,671
Total of all stages...	436,180	13,603	449,783

Middle Schools.—The returns of the year show 1,325 Government and aided middle schools, with an attendance on the 31st March of 65,732 pupils. Excluding the Assam districts, the corresponding figures for the previous year are 1,344 schools and 64,876 pupils.

Middle Schools.	1872-73.		1873-74.	
	Schools.	Pupils.	Schools.	Pupils.
Government Schools—				
English	4	487	7	727
Vernacular	181	10,030	186	10,428
Aided Schools—				
English	421	21,232	416	21,632
Vernacular	738	33,127	716	32,945
Total ...	1,344	64,876	1,325	65,732
Unaided Schools—				
English	95	5,559	97	5,785
Vernacular	97	3,932	122	5,768
Total ...	192	9,491	219	11,535
Grand Total ...	1,536	74,367	1,544	77,285

It was explained last year that the standard aimed at in the middle English schools is that laid down in the course for minor scholarships, representing a stage of progress from two to three years short of that reached in the higher schools, which educate up to the standard of the University Entrance Examination; and that the standard of the middle vernacular schools is in the same way defined by the vernacular scholarship course, the standard of both courses being the same in all subjects except English. In the year under report, the middle English schools receiving support from the State numbered 423, and their pupils 22,359; which, compared with the previous year, shows a loss of two schools and a gain of 640 pupils.

The Government English middle schools have increased from four to seven in consequence of a reduction of three higher schools to the standard of middle schools. The Government vernacular schools have also risen in number from 181 to 186, and their pupils from 10,030 to 10,428, being an increase of five schools and 398 pupils.

On the other hand, the aided English schools are less by six, though they show an increase of 400 pupils, and the aided vernacular schools are less by 22 with a decrease of 182 pupils.

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The middle schools classed as "aided" comprise 983 grant-in-aid schools, with 48,236 pupils (English schools 416, pupils 21,632; vernacular schools 567, pupils 26,604), and 149 circle vernacular schools, with 6,341 pupils.

Besides the schools receiving support from the State, the returns further show 97 unaided English schools with 5,785 pupils, and 122 unaided vernacular schools with 5,768 pupils. The corresponding figures in the returns of the preceding year were—unaided English schools 95, pupils 5,559; unaided vernacular schools 97, pupils 3,932. It must be noted, however, that no reliance can be placed on the completeness or accuracy of the returns of unaided schools. It is a voluntary act on the part of these institutions to furnish returns at all, and the Education Department has no means of ascertaining the correctness of any figures they may send, and cannot be sure that the same schools which furnish returns for one year will furnish them for another year, so that there is no trustworthy basis for comparison as regards the number and condition of these institutions from year to year. It has before been pointed out that complete information under this head can only be attainable under compulsory powers conferred by a distinct legislative enactment requiring the registration of all schools, and subjecting them to the supervision of Government Inspectors as is the case in Prussia.

The gross expenditure of the "middle" schools receiving State aid has fallen from Rs. 7,19,138 to Rs 6,95,733, and the State expenditure from Rs. 2,92,747 to Rs. 2,74,010, as shown below:—

Middle Schools.	1872-73.			1873-74.		
	State funds.	Local funds.	Total	State funds.	Local funds.	Total.
	Rupees	Rupees.	Rupees.	Rupees.	Rupees.	Rupees.
Government Schools—						
English	3,789	8,775	12,564	7,615	10,748	18,363
Vernacular	50,659	27,884	78,543	49,376	30,112	79,488
Aided Schools—						
English	1,33,747	2,38,749	3,72,496	1,20,054	2,34,702	3,54,756
Vernacular	1,04,552	1,50,983	2,55,535	96,965	1,46,161	2,43,126
Total	2,92,747	4,26,391	7,19,138	2,74,010	4,21,723	6,95,733

The average cost of a pupil in the Government schools was about Rs. 8-12, and in the aided schools Rs. 10-15, the cost to the State being Rs. 5-2 in the Government schools, and Rs 4 in the aided schools.

Vernacular and Minor Scholarship Examinations.—The returns show that the middle schools sent up last year 5,339 candidates to the examinations for vernacular and minor scholarships, and that 3,403 passed, of whom 216 gained vernacular scholarships and 100 gained minor scholarships. The new rules for these scholarships are not altogether satisfactory, as may be gathered from the reports of the Inspectors and Commissioners, and they require revision in the light of our present experience. It is the general opinion that their effect has been to lower the standard and impair the efficiency of our middle schools, and particularly of the best of these schools.

The details of the last examinations are given in the following tables:—

Vernacular Scholarship Examination, 1873-74.

Districts.	Number of candidates.	Candidates passed in—				Candidates who gained scholarships.	Remarks.
		First division.	Second division.	Third division.	Total.		
Burdwan division	667	17	89	282	388	24	
Presidency "	734	30	131	301	462	28	
Rajshahye "	485	2	54	251	307	33	
Dacca "	790	23	115	356	494	42	
Chittagong "	142	2	21	63	86	16	
Cooch Behar "	15	......	......	......	10	3	
Patna "	1,013	52	227	314	593	24	
Bhagulpore "	236	46	87	47	180	21	
Chota Nagpore "	46	......	6	21	27	10	
Orissa "	80	5	16	24	45	14	
Tributary Mehals	10	......	3	3	6	1	
Total	4,218	177	749	1,662	2,607	216	

Minor Scholarship Examination, 1873-74.

Burdwan division	221	1	34	82	117	17	
Presidency "	372	13	103	183	299	18	
Calcutta "	25	5	12	8	25	3	
Rajshahye "	122	1	15	55	71	17	
Dacca "	244	12	68	108	188	18	
Chittagong "	44	7	12	15	34	7	
Cooch Behar "	......	......	......	......	......	......	No candidates.
Patna "	86	......	6	14	20	4	
Bhagulpore "	23	......	2	15	17	6	
Chota Nagpore "	8	......	2	4	6	2	
Orissa "	26	4	5	10	19	8	
Total	1,121	43	259	494	796	100	

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Higher Schools.—The number of Government higher schools has fallen from 50 to 46 in consequence of the reduction of the standard of three schools as noted above, and a change of classification in the case of another school. On the other hand, the returns show a gain of 531 pupils. The aided higher schools are returned at 76 schools and 7,516 pupils, against 77 schools and 7,694 pupils at the same date in the year before.

There is, therefore, on the whole, a loss of five higher schools, but a gain of 353 pupils.

The returns also show 43 unaided higher schools with 10,168 pupils, against 44 schools and 11,779 pupils in the preceding year.

Higher Schools.	1872-73.		1873-74.	
	Schools.	Pupils.	Schools.	Pupils.
Government Schools ...	50	10,245	46	10,776
Aided Schools ...	77	7,694	76	7,516
Total ...	127	17,939	122	18,292
Unaided Schools ...	44	11,779	43	10,168
Grand Total ...	171	29,718	165	28,460

The gross expenditure on the higher schools receiving State support has remained nearly stationary, being Rs. 5,64,830 in 1873-74, against Rs. 5,66,430 in 1872-73, which shows a small reduction of Rs. 1,600; but the expenditure from State funds is less by Rs. 16,076, having fallen from Rs. 2,06,897 to Rs. 1,90,821. The saving to the State in the Government schools is Rs. 14,743, and in the aided schools Rs. 1,333.

Higher Schools.	1872-73.			1873-74.		
	State funds.	Local funds.	Total.	State funds.	Local funds.	Total.
	Rupees.	Rupees.	Rupees.	Rupees.	Rupees.	Rupees.
Government Schools ...	1,56,254	2,24,084	3,80,338	1,41,511	2,39,728	3,81,239
Aided Schools ...	50,643	1,35,449	1,86,092	49,310	1,34,281	1,83,591
Total ..	2,06,897	3,59,533	5,66,430	1,90,821	3,74,009	5,64,830

The cost per head to the State in the Government schools is Rs. 13, against Rs. 16-7 in 1872-73; and in the aided schools Rs. 6-9, against Rs. 6-10.

University Entrance Examination.—The number of candidates at the entrance examination has again largely increased. The last report showed that at the examination of December 1872 the number of enrolled candidates was 2,144, being an increase of 242 over the number in the previous year. At the examination of December 1873 there was a further increase of no less than 400 candidates, the number of names on the register having mounted up to 2,544. One reason for this large accession of numbers may probably be found in the fact that this was to be the last examination for which text-books would be fixed in English literature. Many students are alarmed at the idea of having to face examination questions which may range freely over English literature and are not to be restricted within the four corners of a particular book which has been taught and learned, and there are grounds for believing that fear of the unknown difficulties of the next examination induced many ill-qualified candidates to present themselves, who, under other circumstances would have remained at school for another year. This may account, too, in some measure, for the unusually large proportion of failures reported. Out of the 2,544 candidates, 848 only passed; eighteen were expelled from the examination; 90 were absent, and 1,588 failed. Of the rejected candidates, 1,095 failed in English; 404 in the second language; 931 in history and geography; and 1,232 in mathematics; from which it appears that the great majority failed in more than one subject.

The great accession of numbers at this examination is mainly due to Bengal, which supplied no fewer than 385 additional candidates, against 15 contributed by other provinces. Thus the Bengal candidates, who numbered 1,714 in 1872, rose to 2,099 in 1873; comprising 1,900 Hindus (of whom 20 described themselves as Theists and 83 as Brahmists), one Jain, 109 Muhammadans, and 89 Christians. A very large number of these candidates must have been ill-advised in presenting themselves for examination, as the result showed only 640 passed, against 1,459 rejected. Of the successful candidates, 110 were placed in the first

division, 287 in the second, and 243 in the third. The candidates were contributed from the several districts as shown below:— SECONDARY INSTRUCTION.

General Distribution List of Entrance Candidates.

Districts.	Number of candidates.	Schools that sent candidates.	Schools that passed successful candidates.	Candidates passed in— First division.	Second division.	Third division.	Total passed
Burdwan division	519	53	30	24	63	52	139
Calcutta	458	31	22	44	90	60	194
Presidency division	337	42	31	10	52	42	104
Dacca "	272	16	9	14	21	35	70
Rajshahye "	166	16	13	8	24	23	55
Patna "	134	9	6	2	13	11	26
Bhagulpore "	60	5	3	1	5	4	10
Chittagong "	31	4	4	1	5	4	10
Chota Nagpore "	15	5	3	0	2	4	6
Orissa "	20	4	3	3	5	5	13
Assam "	29	9	4	1	3	...	4
Cooch Behar "	13	2	2	1	3	1	5
Private students ..	45	.	....	1	1	2	4
Total ..	2,099	196	130	110	287	243	640

From this table it will be seen that 437 out of the 640 successful candidates, or more than two-thirds, were sent up by schools situated in the metropolitan districts comprised in the Burdwan and Presidency Divisions including the town of Calcutta. The number of schools which this year succeeded in passing candidates was 130 only, against 178 in the preceding year. The number of schools that sent up candidates was 196. Papers were set in nine languages, besides English, and the following list shows the number of Bengal candidates who took up each of them:—

	December 1872.	December 1873.
Latin	54	63
Sanskrit	1,073	1,147
Arabic	32	37
Bengali	462	675
Persian	5	13
Urdu	65	130
Hindi	7	23
Uriya	14	7
Armenian	4	4
Burmese	1	0
	1,717	2,099

It appears that 59½ per cent. of the candidates took up a classical language this year, against 67 per cent. in 1872. Sanskrit was taken up by 74 more candidates than in 1872, but relatively to the total number of candidates it has declined, the percentage of candidates taking it up having fallen from 62 to 54½. It has been replaced chiefly by Bengali and Urdu, the percentages of which have risen from 27 and 4 to 32 and 6 respectively.

The Muhammadans appeared in greater force than usual at the last examination, but the result was not favorable to them, as only 21 passed out of 109 candidates. In the preceding year, 30 passed out of 74 candidates.

Some weeks before the entrance examination, a departmental examination was held in surveying and physical geography under the rules prescribed by the late Lieutenant-Governor, which require half the junior scholarships to be given to candidates who have qualified in these subjects. The examination was conducted by a Board of Examiners appointed for each inspector's circle by the Commissioners and the Inspectors. One paper was set in physical geography and one in surveying; and marks were also awarded for specimens of the survey work and plan-drawings executed by the candidates in the course of the year.

The statistics of the examination are given below:—

	Number of candidates.	Number passed.
Burdwan division	258	78
Calcutta	86	67
Presidency division	64	48
Dacca "	153	124
Chittagong "	28	19
Rajshahye "	71	22
Cooch Behar "	...	.
Patna "	73	30
Bhagulpore "	64	42
Chota Nagpore "	11	10
Orissa "	25	9
Total ...	833	449

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It is believed that the necessity for this separate examination will shortly be obviated by the acceptance by the University of the proposal now before it, which provides that the paper in geometry at the entrance examination shall include the elements of mensuration and simple surveying, and that a substantial part of the geographical paper shall be devoted to physical geography. By the present arrangement, far too much is attempted in practical and professional surveying, which cannot properly be taught in schools for general education; and the separate examination is not only exceedingly troublesome to all concerned, but acts most injuriously on the students by unduly distracting their attention and taking up time that can ill be spared just at the period when they are reviewing their work for the University Entrance Examination, which is the grand *finale* of their school career.

Junior Scholarships.—The following table shows the distribution of the junior scholarships awarded in January 1874 on the results of the entrance examination held in the previous month:—

Distribution List of Junior Scholarships, 1874.

COMMISSIONER'S DIVISIONS.	First grade scholarships, Rs. 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs. 10 a month.	Total.	Number of scholarship-holders who passed the Entrance Examination in the— First division.	Second division.	Third division.
Burdwan division	1	6	21	28	20	8	0
Calcutta	7	5	18	30	30	0	0
Presidency division	0	5	11	16	12	4	0
Rajshahye "	0	6	12	18	8	7	3
Dacca " ...	1	6	12	19	13	5	1
Chittagong " ..	0	2	6	8	1	5	2
Patna "	1	7	4	12	2	8	2
Bhagulpore " ..	0	3	8	11	1	6	4
Orissa " ...	0	7	4	11	3	5	3
Chota Nagpore " ..	0	2	4	6	0	2	4
Assam " ...	0	3	0	3	0	3	0
Cooch Behar "	0	1	1	2	1	1	0
Total ...	10	53	101	164	91	54	19

In consequence of some defective returns, the list of scholars, as first published, omitted the names of four candidates who were entitled to scholarships in accordance with the rules, and to remedy this mistake four additional scholarships were afterwards awarded to them under the orders of Government, which brought up the total number of scholars to 164. Of these, 68 elected to take up chemistry, and 45 psychology, for the first examination in Arts. The remaining 51 have joined professional colleges.

The state of secondary instruction in different districts will be seen from the following summaries taken from the reports of inspectors and commissioners:—

BURDWAN DIVISION.—The returns for the year show 325 schools for secondary instruction with 20,032 pupils, against 344 schools with 20,195 pupils in the previous year. The decrease in the number of schools is 19, of pupils 163: so that it would appear that most of the boys belonging to the schools that have been closed have joined other schools. In Burdwan there was a decrease of seven schools, in Hooghly of 15, and in Midnapore of two, whilst there has been an increase of five in Burdwan and Beerbhoom. The decrease in Midnapore was mainly due to the reduction of the grant-in-aid allotment, whilst in Hooghly and Burdwan the committees had to protect themselves from bankruptcy. In the former district four higher class English schools and 10 middle class vernacular schools were closed, and the committee was not in a position to entertain applications for new grants.

Middle Vernacular Schools.—These schools, 162 in number, consisting of 26 model schools and 136 aided schools, are reported by the Inspector to have kept up the high character for efficiency spoken of in the previous year's report. Temporarily the number of schools has been reduced by eight, and the number of pupils by 66, in Burdwan and Hooghly, on account of the small attendance at some of them. The Inspector writes:—

"Considerable progress has been made in vernacular education during the year, for I find that in 1872-73 there were 2,854 pupils, who had achieved success in their studies up to the middle stage; last year this number advanced to 3,090, whilst beginners, who can read and write, last year gives at 4,252, against 3,149 of the previous year. It therefore appears that not only has considerable progress been made, but also primary schools have relieved the middle class vernacular schools of a considerable number of beginners."

Vernacular Scholarship Examination.—There were 667 candidates from 168 schools for this examination and 388 were passed: 17 in the first division, 89 in the second, and 282 in the third. Upon this result 24 scholarships were awarded. The results of the examination in the science branch were not very satisfactory. The examiner, Babu Brahma Mohan Mallik, says—

"Of the four subjects included under the head of science, most of the candidates took up physical geography and natural philosophy, but I believe that with the exception of a very

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few, they did not understand the subjects. In reply to my question 'Why the sea is salt,' most of the students said 'Because God made it so,' or 'Because there are salt mines at the bottom of the sea.' In illustration of the law of gravitation, they were asked to explain 'Why is it that a leaning tower or a tree has a tendency to fall,' to this they replied 'Because the cements lose their adhesive force,' or 'Because the roots of the trees become loose.'"

This is no doubt due to some extent to the want of text-books of a suitable character, but mainly to mechanical and unintelligent teaching, for which it is not easy to devise a remedy. The districts arranged in order of merit stand thus:—

1. Hooghly.	4. Burdwan.
2. Midnapore.	5. Beerbhoom.
3. Bankoora.	

The examiners complain of bad spelling and unidiomatic expressions in the answers generally, and the subjects of history and geography appear to have been neglected.

Middle English Schools.—There were 108 of these schools, 97 aided and 11 unaided. As a rule, schools of this class situated at sub-divisions and munsiffis are, in the opinion of the Inspector, useful and efficient; but away from these they do not maintain this character, being in many cases established for the exclusive benefit of a few heads of families who wish to have their sons educated at home up to the age of 14 or 15. Schools of this class cannot, Mr. Hopkins thinks, be made thoroughly efficient without a great reduction in their present number and a more complete subordination of all the arrangements in them to the educational authorities.

Minor Scholarship Examination.—Out of 4,899 pupils on the rolls of middle schools, 1,991 were said to be in the middle stage of instruction, but only 221 candidates came up to the minor scholarship examination, of whom 117 passed, one candidate (a private student) only being placed in the first division. Compared with last year there has been a decrease of 468 in the number of pupils attending these schools, whilst there was an increase of 76 in the number of candidates for scholarships. The middle English schools of Cutwa did better in the scholarship examination than the vernacular schools in the same sub-division, but nowhere else was this the case. The average result of the minor scholarship examination in all the districts is given in the following table, 800 being the total marks in all subjects:—

	Candidates.	Average marks.
Midnapore	41	103
Hooghly	65	94
Burdwan	79	90
Beerbhoom	12	107
Bankoora	21	56

Higher English Schools.—There were 45 of these schools with 6,697 pupils at the close of the year, of which 26 with 4,325 pupils, and nine with 1,171 pupils, were in the districts of Hooghly and Burdwan, respectively. There has been a decrease of four schools with 40 pupils during the year, all of which belonged to the Hooghly district, and were not needed. The 45 schools consisted of seven Government, 31 aided, and seven unaided institutions.

The seven Government schools each had an average of 300 pupils on their rolls, and their maintenance cost the State Rs. 17,000. The schools at Howrah and Uttarpara were self-supporting, and in all the schools, except that at Uttarpara, the Inspector reports that a high standard of excellence and discipline had been maintained.

Of the aided schools the Inspector remarks:—

"Most of these are situated in the Hooghly district; their quality fluctuate very wonderfully. One year a school is well attended, the next year it is almost without pupils; one year it obtains results the most brilliant in the junior scholarship examination, the next year its pupils are not to be found at all amongst the successful candidates. In the district of Burdwan we have a clear case of the inability of private individuals, philanthropic and energetic though they be, to maintain even a moderate standard of excellence in higher English schools. From the six aided schools in that district, 51 candidates appeared at the University Entrance Examination, and eight only passed. Thirty-one appeared from the three unaided institutions, and six only passed. This indicates what ought to have been considered long ago, that English schools, whether higher class or middle class, cannot be properly managed by the class of head-masters employed, and matters will not be improved so long as inexperienced young men, fresh from school or college, are thrust into the responsible position of head-master without reference to their mental and physical fitness for such posts. Training schools are quite as necessary for English teachers in this country as for vernacular teachers, for the intellectual training they receive in the colleges may foster their intellect, but that it does so for good or for evil is left to chance, and the result is not pleasant to dwell on."

The low pay of the master in aided schools makes them restless and ever on the alert to better their condition, and I have no expectation of any great improvement in the outturn of these schools till the masters are better paid.

The seven unaided schools contained 1,537 pupils, against 1,287 of the previous year. The Inspector considers all these institutions well managed, although they do not turn out many first class scholars.

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Junior Scholarship Examination.—Sixteen schools only sent up candidates to the preliminary examination in physical geography and surveying, and no candidates came forward in the Burdwan District. The total number of candidates was 222, of whom 78 were passed. Of the successful 78 boys, 70 came from Government schools.

The following table gives the result of the University examination for each class of schools:—

Number of Schools.	Number of candidates.	Passed in—			Scholarships.
		First division.	Second division.	Third division.	
7 Government Schools ...	198	15	40	24	15
31 Aided " ...	199	8	16	18	11
12 Unaided " ...	123	1	4	10	2
Total ...	520	24	60	52	28

CALCUTTA.—*Higher and Middle Schools.*—The returns show that there were nine Government, 128 aided, and 48 unaided schools, besides 136 unaided pathsalas, with an aggregate of 21,917 pupils at the end of the year, against an aggregate of 19,445 in the previous year. Returns from unaided schools, being voluntary, are imperfect: and it is only from the returns of Government and aided schools, that any safe conclusion can be drawn as to the progress of middle education in Calcutta. These show an increase of 74 pupils in Government schools and of 654 in aided schools, indicating that higher and middle education are steadily spreading in Calcutta. The number of pupils on the rolls of the nine Government schools, and 128 aided schools, respectively, was 2,745 and 5,297, or an aggregate of 8,042. The social position and creed of these pupils are shown below:—

	Christians	Hindus.	Mussulmans.	Others.	Total.
Upper classes	1	405	8	...	414
Middle " ...	713	1,470	435	3	5,651
Lower "	304	468	152	22	1,026
Parentage unknown ...	327	608	...	6	941
Total ...	1,465	5,951	595	31	8,042

The Government higher English schools in Calcutta are the Hindu and Hare schools, the Anglo-Persian department of the Madrassa and the school department of the Sanskrit College. The Hindu and Hare schools maintain their position at the head of the list of schools in Bengal, arranged in order of merit on the result of the entrance examination, and show an excess of income from fees over expenditure amounting for the year to Rs. 8,002. The State contributed Rs. 18,152 to the expenditure of the Anglo-Persian department of the Madrassa, and Rs. 8,335 to that of the school department of the Sanskrit College. The other State expenditure on schools (excluding colleges) in Calcutta was chiefly the fixed grant-in-aid allotment of Rs. 45,000. This allotment is rather less than the amount required to pay existing grants, so that no new grants can be made except by curtailing old grants.

"This," says the Inspector, Mr. Clarke, "has raised a number of difficult questions. Many of the schools now receiving large grants are higher and middle schools, and if the Government of India's indication, that a greater share of the public money is to be given to schools for the lower classes, is to be treated as a command, the grants to some of these higher and middle schools must be stopped or materially curtailed. And there arises a fresh difficulty here, for though these grants are only formally sanctioned for five years at a time, they are considered renewable if the school is satisfactory, and many schools have enjoyed their grants a long time. These are matters which will very shortly require the attention of Government."

The Government of India having desired that the subject of the State provision for the education of Europeans and Eurasians should be noticed in the annual report, I subjoin a summary of the report submitted by the Inspector.

Omitting the Europeans and Eurasians of Calcutta and the suburbs (exclusive of Howrah, which is in the western circle) who are in the receipt of more than Rs. 300 a month, and those for whom there is a separate provision in the regimental schools, Mr. Clarke comes to the conclusion that we may assume there are 5,000 Europeans and 30,000 Eurasians in receipt of less than Rs. 300 a month, about whose educational opportunities enquiry should

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be made. This population would give 800 European and 5,000 Eurasian children (boys and girls) of a school-going age. As the term Eurasian goes very low down in the social scale, it will be convenient to adopt a classification which has been adopted in some previous reports, viz., into second class Europeans and Eurasians receiving Rs. 80 to Rs. 300 a month, and into third class Europeans and Eurasians with incomes of Rs. 80 and less.

To provide the means of education for these children, Mr. Clarke mentions the following classes of schools:—

(*a*) The schools attached to, or forming the lower classes of, colleges, whether Government or private, such as the Hare and Hindu schools, the lower classes of the Doveton and St. Xavier's College, &c.

(*b*) The aided schools under the inspection of the Presidency Circle Inspector, which contain European or Eurasian pupils in any numbers.

These are the following:—

Boys' schools.	*Girls' schools*—(continued).
Calcutta Boys.'	Bow Bazar, Girls.'
St. Stephen's.	Entally Loretto.
Free School.	Free Church Orphanage.
Benevolent Institution.	Free School, Girls.'
Girls' schools.	St. Stephen's, Girls.'
Calcutta Girls.'	Benevolent Institution.
European Female Orphan Asylum.	

(*c*) Private schools, including the academies of Mr. D'Cruz, and Mr. Kennedy, Mr. Vardon's Armenian school, &c.

(*d*) Dames' schools.

On the sufficiency of these schools for the work to be done, Mr. Clarke observes:—"In forming any estimate how far these schools, as a whole, may suffice for the children to be educated, it must be recollected that only the eleven schools in class (*b*) are under my inspection, and that only regarding these can I in general obtain detailed information. It is far beyond our departmental strength to compile even a complete list of names of the other schools. I will, however, hazard an opinion that the schools in existence are sufficient for the number of children to be educated, and that we rather want education improved in quality than increased in quantity—in fact, in schools, as in shoe-making, the law of demand and supply in a town like Calcutta, keeps the supply pretty well up to demand. And in the same way, no school can fall in the quality of its education definitely below the general standard without being ruined and superseded by other schools The schools, under such circumstances, do not require inspection by Government any more than the shoe-makers, and I have reasons for believing that the academy of Mr. D'Cruz is quite as good as the inspected schools, nor do I believe that Government interference would make it better."

Mr. Clarke next gives an interesting series of details regarding the schools under inspection, touching upon all the points on which the Government of India considered information desirable, and from the mass of details he draws the following general conclusions:—

"The ordinary laws of supply and demand have produced schools suited for the second class of Europeans and Eurasians, *i.e.*, those whose incomes run from Rs. 80 to Rs. 300 per month. It is useless for Government to interfere in these schools, or to attempt to exert pressure to induce them to teach the young ladies Bengali and plain sewing in place of music, drawing, &c. The recommendations and suggestions may be narrowed down to the schools of the third class. It may be a question whether the Government grants-in-aid, which go to schools of the second class, should be continued.

"It is hopeless to organize any system of day schools for the third class, unless such a number of day schools is set up as would bring a school within 200 yards of every person's door. The second class people who can afford Rs. 8 to Rs. 12 per month for schooling, *may* be able also to afford the gharry or palkee to send the child to school. But the third-class people who can only pay a Rs. 2 to Rs. 3 fee cannot possibly pay for a conveyance—it would cost far more than the schooling. For this third-class, therefore, there is no option except Dames' schools or boarding schools.

"A certified teacher from England costs Rs. 200 to Rs. 300 per month at least, and even at this price it is difficult to keep him;—in fact, any European who knows arithmetic, and who is perfectly sober and honest, is worth more than this pay in India. If, therefore, a certified high class teacher is to be at the head of our schools, the number of schools must be kept very few."

Mr. Clarke closes his report with a critical examination of the seventeen suggestions put forward by Mr. Lawrence in his report on schools for Europeans and Eurasians, and comes to the conclusion that Government would act wisely in throwing aside the whole of them. He then remarks:—"After having been so destructive on other persons' suggestions, I may fairly be asked what are my own? My real feeling is, that in this, as in many other cases, numbers of persons deeply interested in the matter have been working away for half a century, and have made little improvements by degrees, and have tried nearly everything; and that after Government has got in all the information that these experienced persons possess, they will learn that there is very little to be done.

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"Something more can be done with more money. In Bengal, as much as in any country of the world, nothing can be done without money. I will then assume that Government is willing to lay out more money, and point out how I believe it would go furthest.

"Day schools are of little use, as we have seen that each serves only a small area: hence the day schools cannot possibly pay for a good teacher.

"At the Free School, boarders pay Rs. 8 to Rs. 12 per month. Government might pay Rs. 6 of the fees of all boys and girls above the present, or some fixed, number, who shall be entertained in the Free School: that is to say, beyond and above the present Government contribution to the school. By this plan, the small remaining portion of the fee might be paid by the parent or by the charitable. No extra cost for superior certified head-masters would be entailed. I think the Government money would go further thus, than in any other way.

"I mention the Free School as the one that has the largest buildings, the most efficient superintendence, and a very cheap rate for boarders. But whatever boarding school be encouraged by Government, I would recommend that the Government money should be concentrated on a few shools only.

"I have suggested to some school managers that as European mistresses at low salaries are to be found in Calcutta, such might be put in charge of the lower classes of boys' schools, instead of the low paid European and Eurasian masters now employed. But experienced managers inform me that in their opinion this could, in Bengal, only be carried out in infant classes.

"The regimental schools at Fort William, Dum-Dum, and Barrackpore, might be thrown open at a very low fee to children of outsiders, under some restriction that each child should get the Colonel's leave to attend, which leave might at any time be withdrawn."

The questions discussed in this report are at present under consideration.

PRESIDENCY DIVISION.—*Middle Vernacular Schools.*—There were 211 schools of this class on the 31st March, viz., 16 Government schools with 1,044 pupils, 182 aided schools with 8,730 pupils, and 13 unaided schools under inspection with 781 pupils. The aggregate number of pupils in these schools was 10,555: consisting of 92 Christians, 9,485 Hindus, and 975 Mussulmans.

Middle English Schools.—The schools of this class were 119 in number, viz., 95 aided schools with 5,209 pupils, and 24 unaided schools under inspection with 1,365 pupils. The 6,574 pupils attending these schools consisted of 11 Christians, 6,163 Hindus, and 400 Mussulmans.

The preceding figures indicate, in the opinion of the Inspector, a steady growth in all the schools for secondary instruction, especially when it is considered that there has been no increase in the allotment of State money. The reports from Nuddea and Jessore show that the middle aided vernacular schools are not in favor, or at a standstill. This is no doubt due to the fact of other schools being available on easier terms. The Inspector is, however, of opinion that with more funds both circle and D pathsalas could be rapidly spread, and that a steady increase in all the English schools may be looked for, as in this class of schools there is no competition from other grants. The new standards for minor and vernacular scholarships "have," Mr. Clarke thinks, "generally and appreciably lowered the standard of our middle schools, especially in arithmetic, geometry, geography, and history."

Higher English Schools.—There were 36 schools of this class, viz., four Government schools with 723 pupils, 27 aided schools with 2,828 pupils, and five unaided schools under inspection with 815 pupils. The 4,366 boys attending these schools consisted of 18 Christians, 4,213 Hindus, 132 Mussulmans, and three others.

In connection with the higher English schools, there was nothing in the result of the year calling for special remark except the disqualifying examination in surveying, plotting, and physical geography. No pass-standard for this examination having been prescribed, the Inspector fixed it so as to pass about three-fourths of the candidates. About 75 per cent. of the entrance candidates went up to the examination, and the practical result was to alter the distribution of two or three scholarships in the Presidency Division. On the policy of teaching surveying in schools, Mr. Clarke remarks:—"I have written fully my own views on the teaching of surveying in schools, and Government has printed that letter and in a manner accepted those views. They amount to this, that to qualify a man as a professional surveyor requires a training of years after he has left school, and that to attempt to give such a training to school-boys, whose time is already fully occupied with learning English, is a delusion. The normal school pandits can be taught some practical surveying. The zillah school-boy may learn plotting to scale, and finding superficial areas, and it is a very useful addition to their Euclid. The physical geography means Mr. Blanford's excellent book. The easier chapters of this form one of the best readers for the entrance classes we have got; but much of Mr. Blanford's book is too good: it is not popular, *i.e.*, calculated to make people think they understand something they do not. This portion of the book is very solid, and beyond even our students reading for B. A."

RAJSHAHYE DIVISION.—The Inspector, Babu Bhu Dev Mukhurji writes:—"It is my impression that secondary education has suffered during the year under report. In my last annual report, I spoke of the great and sudden reaction in favour of primary education

as likely to affect injuriously the superior aided schools, and I showed how the circumstance, that the entire subordinate inspecting agency was under the orders of the magistrates who had direct control over the primary schools only, must have a tendency to render inspection one sided. I did not, when writing that report, anticipate the effect which lowering the standard of instruction in the middle schools must inevitably produce upon them, nor did I foresee how the great stress laid upon survey teaching, before there were teachers qualified to teach, and instruments with which to teach that subject, would interfere with the regular studies of the pupils and make them waste their time and energies in endeavouring to master a subject under insuperable difficulties; neither did I try to imagine all the effects upon our teachers of the impetus afforded by the Native Civil Service examinations. But all these causes combined have, in my opinion, produced very serious results on secondary education. Some of our best teachers from the higher class schools have gone away, and a few have grown to be painfully restless. While in the middle schools, instead of that earnest teaching which attends upon a clear conception of the end to be attained, there is a good deal of listless teaching, or of aimless beating about the air.

"In middle English schools they have, in most instances, discontinued the use of text-book and grammars. In the higher class schools, protected as they are by the University rulings, the worst effect produced is the restlessness of the teachers who have become more than ever anxious 'to better their condition in life,' by preparing for and passing the Civil Service examination; but for this I should say that the higher schools would have greatly benefited by the improvements they generally carried out, in opening gymnastic classes and in devoting greater attention than before to mental arithmetic and exercises in translation."

No doubt the attractions of the Civil Service examination have exercised a very disturbing influence on all our schools, but this is hardly likely to continue. The number of candidates already passed is greater than the service can absorb for some time, and the raising of the standard of marks for passing, which has lately been announced, will act as a deterrent in the future. For a truly efficient subordinate staff of teachers, it is a necessity that promotion should, in course of time, be provided to a greater extent than is now the case. Babu Bhu Dev is not singular in the opinion he expresses as to the effect produced on middle schools by the lowering of the standard, and I believe that the true interests of this class of schools would be promoted by a return to some extent to the former standard. The Commissioner, Mr. Moloney, takes the same view as the Inspector regarding the decline of the secondary schools in status and efficiency.

Middle Vernacular Schools.—The number of middle vernacular schools and pupils is shown below:—

Middle vernacular schools.	Number of schools.	Number of pupils.
Government schools	29	1,589
Aided	11	465
Unaided	179	6,523
Total ...	219	8,577

It should be understood that a large majority of these boys are in the primary stage of progress. Schools of their class are generally in the hands of good teachers from normal schools, and are, with few exceptions, useful and popular. Classifying the pupils according to social position and creed, we have the following result:—belonging to the higher classes 51, to the middle classes 3,612, to the lower classes 4,914; Hindus 5,796, Muhammadans 2,773, others eight.

The total cost of these 219 schools was Rs. 68,244-12-9: of which the State contributed Rs. 30,836-7-7 and the people Rs. 37,408-5-2.

Vernacular Scholarship Examination.—The result of the vernacular scholarship examination for the seven districts was as follows:—

Number of schools eligible to send candidates	219
" " from which candidates came	144
" of candidates sent	508
" passed in 1st grade	2
" " in 2nd "	54
" " in 3rd "	267
" of scholarships awarded	34

The Inspector regrets the change that has been made in the subjects of this examination, and thinks that its tendency is to bring the middle schools down to the level of the primaries. He disapproves, also, of the rule for the award of scholarships which preserves one-third of the number to be awarded by the district committees to candidates from schools situated in parts where education is backward. On the latter point he says:—

"I am strongly of opinion that scholarships should not be given away except to students, who, by the proficiency displayed by them in the examination, give promise of future progress in higher institutions. A scholarship given to a dull or mediocre lad will have to be followed up after a few years by a free studentship or by some other charity, or end in a quite resultless expenditure. The great ladder for raising the ryot's child from the gutter to the bench

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of the High Court needs be within reach of those only who are sure of foot and strong of limb, otherwise it will but create occasions for mere tumble downs."

On the result of the examination, the Inspector says:—

"The result of the last examination for most of the districts was very sadly disappointing to me; considering how easy those examinations were compared to those of preceding years, the outturn was low indeed; although, if judged from mere tabular returns, the figures may show no great falling off—nay, even advance in some districts. But statistical returns, deceptive as they often are, become bewildering when read without reference to the more important circumstances which bear upon them. The examinations of the year under review were not like the examinations of the preceding years. The subjects of examination had been diminished by nearly one-half: while of the marks assigned to the different subjects, those had the greater portion which could be got up with the least pains or were not got up at all (such as manuscript reading). Mr. Inspector Clarke, in his report of the year before, seems to have truly anticipated the effects of changes that had been made—that good vernacular schools will soon cease to be. The schools are not without some elasticity; they would rise again to their old position if the weight under which they have bent be removed, but they are not strong enough to rise in spite of what is weighing upon them."

Middle English Schools.—The schools of this class are all private ones, and they labor under the disadvantage of having no Government schools to serve as models. English is taught only as a language, and all the subjects included in an ordinary school course are taught through the vernacular. Many of these schools have purely vernacular departments attached to them, in which the boys are in the lowest stage of progress. Of the difficulties against which these schools have to contend the Inspector observes:—

"There are, however, certain drawbacks on these schools which interfere with that success which, in my opinion, they are calculated and yet destined to attain. The chief of these is the incompetency, generally speaking, of the English teachers in charge of them. Brought up, as they have been, in purely English schools, they find themselves out of their groove in these mixed schools, and do not know how to adopt their course for teaching English as a language only, not having been themselves taught on such a system. In our English schools we have not yet learnt to teach the English language in the way it should be taught to foreign boys."

The statistics as to number of schools and attendance of pupils are subjoined:—

	Number of schools.	Number of pupils.
Aided	60	2,713
Unaided	9	371
Total ...	69	3,084

Classified according to social position, there were in these schools 56 boys belonging to the upper classes, 1,966 to the middle, and 1,062 to the lower; according to creed there were 2,392 Hindus, 665 Muhammadans, and 27 others.

The total cost of these schools was Rs. 52,055, of which the State contributed Rs. 16,826, and the people Rs. 35,299.

Minor Scholarship Examination.—The number of schools from which candidates were eligible to go up to this examination was 69; but candidates only came forward from 34 of these. The number of boys sent from these 34 schools was 123, and the number passed was 71; one being placed in the first grade, 15 in the second, and 55 in the third. Seventeen scholarships were awarded on the result of the examination. In connection with this examination the Inspector remarks:—

"My observations on the vernacular examination apply, I believe, as well to this, and I shall not therefore, repeat them. My idea is, that we ought to revert back to the old standard of examination, and likewise cease to award scholarships to candidates who are not passed in one of the two higher grades."

Higher Class English Schools.—The number of institutions in this division educating up to the University entrance standard is 16, including the High School at Beauleah, and the Berhampore Collegiate School. The number of boys on the rolls of all these schools on 31st March was 2,161, and the total cost for the year was Rs. 85,814, of which Government contributed Rs. 19,575.

Junior Scholarship Examination.—The preliminary examination in surveying and physical geography was held in October, and 71 candidates competed; the result was satisfactory. The total number of candidates at the University examination was 154, of whom eight passed in the the first division, 25 in the second, and 17 in the third. There were 15 junior sholarships awarded on the result of the examination. The most successful of all the schools was the Beauleah High School, which sent up 38 candidates and passed 16: three being placed in the first division, six in the second, and seven in the third. The Berhampore Collegiate School sent up 36 candidates but only passed five. In his report, the Principal of the Berhampore College says:—

"The results of the entrance examination were simply disasters. I cannot attempt to explain a failure that was wholly unexpected. Out of a class of 48 students, 36 were

allowed to go up, one-half at least of whom we trusted would pass, whereas only five were passed."

The University tables show that four of the 36 Berhampore candidates were absent, and that of the 32 who were examined, 24 failed in English, 22 in history and geography, and 23 in mathematics.

COOCH BEHAR DIVISION.—*Middle Vernacular Schools.*—At the close of the year the number of middle vernacular schools was 15 with 533 pupils, consisting of 181 Hindus, and 352 Mussulmans.

There was no vernacular scholarship examination in Darjeeling, but five schools in Julpigoree sent up 15 candidates to this examination, of whom 10 passed and three gained scholarships.

Middle English Schools.—There were four of this class containing 122 pupils: 77 Hindus, 38 Mussulmans, and seven Budhists. No minor scholarship examination was held as there were no eligible candidates.

Higher English Schools.—There were two schools of this class, one in each district, both aided, and containing 101 pupils: 42 Hindus, 14 Mussulmans, 44 Christians, and one other. The total cost of these schools was Rs. 11,496, of which the State contributed Rs. 3,456.

The Darjeeling school—St. Paul's—sent up three candidates to the entrance examination, all of whom passed, and one gained a junior scholarship.

"The aided school at Julpigoree," writes the Commissioner, "has been long struggling to attain a position really equal to the entrance examination course. The case is now one for a special grant." Some local subscriptions had been secured which, with the fees, will bring in about Rs. 100 a month, and a grant of the same amount has been applied for.

The Thibetan Boarding School at Darjeeling has been remodelled by the Deputy Commissioner with good results, as reported by the Commissioner after a recent inspection:—"The whole of the old boarders have been excluded, and 14 new subjects selected from several races—Nepalis, Bhutias, and Thibetans. The intelligence they are found to have under really able and rigorous training is such as completely to vindicate the character of these races in comparison with others. The boarding system has been thoroughly reformed, the boys are entirely in hand, and being trained in thoroughly useful habits. To do justice to this promising experiment a further grant of money would be excellently bestowed."

DACCA DIVISION.—The Inspector, Mr. Croft, remarks:—

"This division has always stood well compared with the rest of Bengal in middle and higher education; it has long since reached a fair level, and therefore shows no startling advance from year to year, though its progress is far from insignificant."

Middle Vernacular Schools.—At the close of the year there were 257 schools with 11,509 pupils, made up of 203 Government, circle, and aided schools with 9,411 pupils, and 54 unaided schools with 2,098 pupils.

Vernacular Scholarship Examination.—From 181 schools 790 candidates came up to this examination, of whom 494 were passed and 42 gained scholarships. Seven extra scholarships were this year awarded in the Dacca district out of money transferred from the Khasi Hills. Commenting on the result of the examination, the Inspector says:—"Dacca easily keeps the lead by reason of the excellence of the model school and of the great Bikrampur schools. In Mymensingh the Hardinge School, passed 33 boys out of 39, and there are half a dozen circle and aided schools of great merit. Fureedpore Station Vernacular School comes next in rank, with 18 passed out of 22; the circle schools are middling: Burrisal Vernacular School has slightly fallen off; there are some fair aided schools. In Sylhet, schools of this class are few; the Bhatera model and Nababtaleb aided schools are the best; there are no circles."

Speaking of the circle schools, the Inspector says:—

"The character of the circle schools varies widely. They are designed for places where subscriptions cannot be looked for; a pandit goes about to the two or three pathsalas in his circle and teaches the highest class. He gets about Rs. 20 a month. The guru of each pathsala gets the fees of his boys, and a small addition from the reward fund. In Dacca district he also gets Rs. 2-8 from the primary school grants; unless, therefore, the first class boys travel about with the pandit, which they sometimes do, they get only one-third of his teaching, and are heavily weighted against the boys of other middle schools. Yet in Dacca district the circle schools stand on the highest level, getting six scholarships out of 13. In Bikrampur they beat all the other schools. In Backergunge, also, the circles get their proper share of scholarships, and the magistrate would not consent to break up a circle even to provide an additional inspecting officer, which he sorely needs. In Fureedpore and Mymensingh they get no scholarships and are generally of a lower class; still they pass their fair share of candidates. They are cheap schools, each pupil cost Government Rs. 2-4 last year, while aided-school pupils cost over Rs. 3, I cannot, therefore, go along with the Magistrate of Mymensingh in wishing to abolish them. The education they give, if not the best of its kind, is of a higher order than that of the pathsalas by which he would replace them. It is hard upon a hillock to be planed down because it does not raise its head high enough above the level around it; in the educational field every eminence is a gain."

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Many district committees are apprehensive that middle class education will receive a check by the new regulation of the High Court, which no longer recognizes the vernacular scholarship certificate as a qualification for admission to the pleadership examination, and the Inspector very properly remarks:—"If, owing to administrative changes, there is less demand for a particular class of education, the Education Department must accept the fact. It may be a grievous thing that the middle class schools will be less resorted to than before, but it is also a grievous thing that mofussil courts should be thronged with needy lawyers. It is to be hoped that the boys who henceforward keep away from school on this ground will still find employment, and employment less demoralizing than that of a hanger-on to a court, who must needs take to questionable practices in order to live. But if the High Court were to allow passing in the 1st grade only as a qualification for admission (the concession would very slightly increase the number of candidates), it would let in only boys of high merit, and it would give much encouragement to vernacular education."

The introduction of mensuration, &c., into the scholarship course has not, in the opinion of the Inspector, been hurtful to the teaching of arithmetic. The marks obtained are as high as before, and the boys seem to have taken not unkindly to the new subject.

The total cost of each pupil in a school of this class was Rs. 7-8, of which the State paid Rs. 4 in a Government school and Rs. 3 in an aided school.

Middle English Schools.—At the end of the year there were 108 schools of this class with 6,336 pupils, of which 74 were aided, with 4,569 boys, and 34 with 1,767 boys, were unaided. The slight falling off in the number of aided schools is more than compensated by the increase in the number of unaided schools, some of which since the close of the year have received grants. From 56 of these schools, 244 candidates went up to the minor scholarship examination, and 188 were passed, 18 scholarships being awarded upon the result. On the result of this examination the Inspector writes:—

"Mymensingh here easily takes the lead. It abounds in good middle English schools, aided and unaided; in this respect no other district approaches it. The Jamalpur school is especially good. Sylhet appears more advanced than it really is; the bulk of the candidates come from two schools, the Zillah and the Ras Behari, the latter of which is also now of the higher class. In no other district does a higher class school compete with middle schools at this examination. In Dacca the Manikganj schools come to the front, winning three out of the four scholarships. Fureedpore English schools have always been poor; they number 16, but only sent up two candidates. Many of them, I suspect, might profitably be converted into vernacular schools; at present the Bengali teaching suffers for the benefit of the few boys in each school who learn a smattering of English."

In aided schools of this class each pupil cost Rs. 10-9, of which the state paid Rs. 3-8.

Mr. Croft condemns the present distribution of money for scholarships amongst the different districts, as unjust to those which are most advanced and necessitating the award of scholarships to boys of low qualification who are not likely to derive much benefit from them, whilst boys who stand immeasurably above them are deprived of the opportunity of further developing the talents which they have shown that they possess. Under a more equitable system of distribution there would be room for giving every reasonable encouragement to backward districts, whilst applying a larger share to the proper object of all scholarships, viz., the enabling of picked boys to go on to the highest education we can give. The Commissioner expresses his general concurrence with this opinion, which is apparently held by all our educational authorities.

Higher English Schools.—There were 15 schools of this class with 3,526 pupils on the 31st March, viz., five Government schools with 1,680 boys, six aided schools with 589 boys, and four unaided schools with 1,257 boys. The result of the University Entrance Examination for candidates from these schools is given below:—

	Number of candidates.	Passed in—			Scholarships awarded.
		First division.	Second division.	Third division.	
Government Schools	105	13	18	17	17
Aided „	25	..	...	1	...
Unaided „	128	1	3	7	1
Total ...	258	14	21	35	18

The single scholarship for the division which was not won by the Government schools was won by the Jagannath school in the town of Dacca. Comparing the success of the various schools the Inspector observes:—

"Of the Government schools, the Dacca collegiate is easily first. After the Hindu and Hare Schools in Calcutta, it stands above every other in Bengal and Upper India. Its classes contain 70 scholarship holders; one-third of its pupils come from outlying districts,

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and it attracts the flower of eastern Bengal. Of the divisional zillah schools, Mymensingh takes the lead this year, clearly beating Burrisal, hitherto bracketed equal with it. Sylhet sent few candidates, but passed two in the first division; this school is steadily advancing. Fureedpore remains much the same as last year; higher English education is a plant of slow growth in this district, though its roots have firmly struck. Burrisal has, for the time, fallen to the level of Fureedpore.

"The private schools, three of which are in Dacca town, and the other, the Jenhavi school at Santosh, in Mymensingh, from various causes fared ill with one exception. They are all good schools, existing because there is a demand for them, and there is no reason to think their comparative failure other than temporary.

"Of the six aided schools, Kalipara, Teghuria, and Roail in Dacca district, and Basanda in Backergunge, passed no boys. They are, in fact, good middle schools, holding their heads somewhat higher than their neighbours, and costing the Government the same as middle schools of equal pretensions, or less."

Sanskrit is again assuming the position it formerly occupied in the zillah schools. Out of 90 boys in the Dacca Collegiate School, only six have chosen Bengali. At Mymensingh school, where Sanskrit was reported last year to have been discarded altogether, 152 boys, or practically all the upper classes, are now learning Sanskrit. Mr. Croft believes "the great majority of parents of the middling and upper classes prefer Sanskrit," and it is indispensable with all who seek to enter a college.

CHITTAGONG DIVISION.—The backwardness of the districts composing this division in middle and higher education is shown in the following table:—

DISTRICTS.	Primary stage.	Middle stage.	Upper stage.	PERCENTAGE.		
				Primary stage.	Middle stage.	Upper stage.
Chittagong	7,128	570	98	91½	7¼	1¼
Noakholly	5,329	348	50	93	6	1
Tipperah	8,767	418	65	91¾	4½	3¾
Total ...	21,224	1,336	213	93	6	1

The percentages for the Dacca division and Dacca district are:—

	Primary stage.	Middle stage.	Upper stage.
Dacca division	87	11½	1½
" district	85	12	3

The proportion of pupils to population being nearly the same in the two divisions, "these figures," the Inspector observes, "enable us exactly to compare the state of education in the two divisions. Pupils in the middle stage of education, that is, above the reading and writing stage and below the second class of an entrance school, are in fact, only half as abundant in Chittagong Division as in Dacca Division. In the upper stage the proportion rises, since higher schools are not dependent for their existence on the energy and advancement of the people."

Middle Vernacular Schools.—The schools of this class were 64 in number with 2,424 pupils, being a slight increase over the previous year, chiefly owing to the elevation of four circle schools from the lower to the middle class. The condition of these schools generally throughout the division was satisfactory; but in some there had been a falling off in pupils owing to the ruling of the High Court that vernacular scholarship certificates should no longer qualify for admission to the Pleadership Examination. I agree in the opinion expressed by the Inspector, "that we have no concern with a ruling of this kind, but to accept it and act accordingly."

Vernacular Scholarship Examination.—The following table gives the result of this examination for the last year:—

DISTRICTS.	Competing schools.	Candidates.	PASSED IN—			Total.	Merit marks.
			First division.	Second division.	Third division.		
Chittagong	13	32	...	4	11	15	19
Noakholly	15	42	1	6	15	22	30
Tipperah	16	64	1	11	34	46	59

Commenting on this result, the Inspector says:—"Tipperah and Noakholly are far ahead of Chittagong in the vernacular examination. In Tipperah, the number of pupils in the middle stage is small; but the schools have been vigorously worked for some years by an

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energetic Deputy Inspector. Chittagong shows poorly in this return; the aided schools, of which there are only three, drag a weary existence. The circumstances of Chittagong are peculiarly unfortunate. Most of the aided schools of the middle class are English; it is found that only on condition of English being taught will the local magnates support the school. But these schools are in the main vernacular, and the vernacular teaching consequently suffers for the benefit of the few boys who learn English. The only remedy for the state of things is to help Chittagong district by liberal grant-in-aid funds; at present it has spent all the money at its disposal."

Middle English Schools.—There were 36 schools of this class with 1,662 pupils, of whom six were Christians, 1,106 Hindus, 508 Muhammadans, 41 Budhists, and one other. The result of the minor scholarship examination, by which these schools are tested, is given below:—

Districts.	Competing schools.	Candidates.	Passed in— First division.	Second division.	Third division.	Total.	Merit marks.
Chittagong	3	9	1	3	4	8	13
Noakholly	3	11	.....	2	4	6	8
Tipperah	6	25	6	7	7	20	39

From the excellence of its schools, Tipperah comes to the front in this examination. The district has four schools of this class of great merit, two of which are supported entirely by the well known zemindar, Babu Ananda Prasad Ráy, who is also a liberal supporter of primary schools. The Putteah school is the only really good school of this kind in Chittagong, and it receives the hearty support of the Magistrate as the nursery of school-masters and amlas. One of the three fair schools in Noakholly has lately been raised to the higher class with an increased grant, an experiment, in the opinion of the Inspector, "of doubtful value."

By the removal of algebra and euclid from the minor scholarship course, the winners of scholarships are now compelled to join the fourth class of an entrance school instead of the second. Being picked boys, however, they may be expected to work up to the entrance standard in three years; and practically they are allowed free tickets for one year if they reach the entrance class in two years. The rules require amending: so far, at least, as to require a minimum pass-mark in English as formerly, for it is impossible for a boy who has gained his scholarship by passing a good examination in the vernacular papers only, to make up any marked deficiency in English. The arithmetic of these schools is generally thought to have suffered from the abolition of algebra, but in this circle the results of the examination in arithmetic were particularly good.

Higher English Schools.—While education of the lower and middle type in this division is satisfactory and progressive, higher education remains stationary. The statistics of the last entrance examination for the five schools of this class are given in the following table:—

Districts.	Schools.		Pupils.	Passed in— First division.	Second division.	Third division.	Total.	Scholarships.
Chittagong	Zillah,	Government	208	...	2	.....	2	2
	Albert,	Private	199	...	1	......	1	.....
Noakholly	Zillah,	Government	125	.....	1	1	2	2
Comillah	Zillah,	Government	198	1	1	3	5	3
	Moghultali,	Private	161	.....	......	...	.....	......

"The results," the Inspector says, "do not offer great cause for congratulation. Chittagong has fallen behind even the standard of last year, and is no way comparable to what it was in former years under the same head-master. For the sake of the middle English schools of Chittagong, it is much to be regretted that the zillah school is not in a better state. Dacca boys will go to Comillah readily enough, but they dread Chittagong, and it is difficult to get foreign teachers of a high class. The discipline of the Comillah Zillah School has been much complained of: that the head-master (about whose ability there is no question) has been to blame for this, is strenuously denied by himself. He has now been transferred to an important post in the Dacca Collegiate School, and his place has been supplied by the head-master of the Noakholly School, who has proved a successful teacher." In Noakholly School the fees have been lowered, with the effect of largely increasing its numbers. One of the unaided schools passed a boy at the entrance examination; but their most useful function is to keep the Government schools up to the mark by a healthy competition.

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There was no survey teaching in the Chittagong School during last year other than by the masters, and yet nine boys out of ten passed the preliminary survey examination. This fact shows that the survey-teaching as now prescribed for future examinations can be carried on efficiently by the ordinary staff. The present arrangements for teaching surveying in the schools of the division are rather complicated, and now that Sylhet has been transferred to Assam, the Inspector suggests that the three survey teachers should be disposed of as follows:—one teacher for Chittagong and Noakholly; one for Comillah and Mymensingh; and one for Burrisal and Fureedpore. If, under the altered course laid down by the University for the entrance examination, survey teachers are to be retained at all, no better arrangements than those proposed by the Inspector could be made.

PATNA DIVISION.—*Middle Vernacular Schools.*—The schools of this class in the Patna Division consisted of 45 Government schools with 2,038 pupils, five aided schools with 266 pupils, and 30 unaided schools with 1,238 pupils, or a total of 80 schools with 3,542 pupils: of whom 2,835 were Hindus, 706 Muhammadans, and one Christian.

Classified according to social position the boys in these schools were composed of 2,103 belonging to the lower classes, 1,400 to the middle, and 39 to the higher classes.

Two aided schools were kept up by the Behar Scientific Society: one at Mozufferpore and one at Gya. The Society's School at Chupra was closed for want of funds, but it has again been re-opened as an aided school. Of the seven unaided schools in Shahabad, four were maintained by the Rajah of Dumraon, and three by the liberal-minded firm of Messrs. Burrows, Thomson, and Mylne, "who are prepared to establish more schools of this class if those already opened should prove successful." One of the best schools of this class in Behar was that at Daudnagar under Pandit Debi Dyal, who has lately been appointed to the head-mastership of the Dehri School. On the qualifications of the pandit, the Inspector, Dr. Fallon, writes:—

"Pandit Debi Dyal is a man who *reads* as very few natives do. He continues his ingenious mechanical contrivances for the benefit of the school. He had made models (some of them working models) of the illustrations of apparatus and experiments given in "Basbidya," an elementary popular work on pneumatics, by Rai Sohan Lal, head-master, Patna Normal School, in order, as he said, to enable the boys thoroughly to understand the subject. And the most noteworthy fact is that he makes his models with the commonest materials—as clay, pith, bamboo-slips and wood, talc (for glass), paper boards, &c."

The Inspector is of opinion that vernacular education has received a severe check by the action of the High Court in refusing any longer to recognize the vernacular scholarship certificate as a qualification for admission to the Pleadership Examination. "In all other countries," he says, "the passport to the bar is a liberal education, not a smattering of a foreign tongue. There is an obvious inconsistency between all that is written about the encouragement of vernacular education and the vernacular language and literature, on the one hand, and on the other, the hard and fast rules which confine the avenues to the higher official appointments and the learned professions exclusively to English scholars."

Vernacular Scholarship Examination.—The examination in the Patna district was quashed, as the question-papers had been stolen. From the other districts of the division, 394 boys succeeded in passing the examination: of whom 46 were placed in the first division, 166 in the second, and 182 in the third. Besides these, 199 passed for certificates only.

Middle English Schools.—The schools of this class were, one Government with 120 pupils, 20 aided with 903 pupils, and four unaided with 423 pupils: or an aggregate of 25 schools with 1,446 pupils: of whom 1,256 were Hindus, 189 Muhammadans, and one Christian. The returns as to the social position of boys in attendance at these schools are imperfect; but as regards 1,326 of them, they show that 36 belonged to the upper classes, 816 to the middle, and 474 to the lower. The best school in the division of this class was the "cheap English school" at Bankipore; next in order of merit were the Raj Durbanga School, Dinapur, and Jugdispur schools. In the opinion of the Inspector, the usefulness of the middle schools has been impaired generally by the abolition of Persian with Urdu, or Hindustani; and the attendance at these schools has also fallen off. On this question the Inspector remarks:—"A knowledge of Persian is esteemed an elegant accomplishment, as necessary as Latin to the education of a gentleman. And Persian with Urdu—not Hindi—Muhammadans and Kaiths *will* have so long as Persian and Arabic-ridden Hindustani continues the language of the courts and official correspondence. As for the partial supersession of Urdu by Hindi in the courts, the ministerial agency have frustrated the intention of the order in this instance as they did before, when the use of Persian was interdicted. The amlah threw in a few particles and verbal forms into the same Persian language and Arabic forms which they used before, and called it Urdu or vernacular. So now also, as the vice-president of the district committee of Monghyr writes, only the character has been changed; but the language is still the same artificial jargon, which is not the vernacular of the country."

To remedy the state of things, brought about by enjoining the teaching of Hindi in the Behar schools, the Magistrate of Tirhoot suggests a compromise. He says:—

"In my opinion the best remedy will be found in a compromise, by the teaching of pure Urdu—which has now become a language, whatever its origin may have been—in all schools;

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a language sufficiently like the Persian to ultimately supersede it, and at the same time one which is understood, if not spoken, by the majority of the population of Behar."

Minor Scholarship Examination.—Twenty pupils succeeded in passing this examination, six being placed in the second division, and 14 in the third. Of these, 15 came from Tirhoot, one from Shahabad, and one from Sarun; none of the boys from the schools in Gya and Chumparun were successful.

Higher English Schools.—The schools of this class consisted of six Government schools with 1,445 pupils, one aided with 120 pupils, and one unaided with 59 pupils, or a total of eight schools with 1,624 pupils: of whom 1,279 were Hindus, 314 Muhammadans, 26 Christians, and five others. The classified return of pupils at the Government and aided schools according to social position shows that 103 belonged to the upper classes, 1,307 to the middle, and 154 to the lower. The result of the University Entrance Examination for the schools in this division was most disastrous, only 24 having passed in all. The Patna Collegiate School sent up 41 candidates, and only passed four; and the following is the explanation of the principal:—

"The class, which contained at the outset more than its fair share of dull boys, had its number doubled by the admission of outsiders, who were anxious to *try their luck* at the examination of 1873, as being the last at which the questions in English were to be taken from prescribed text-books. As might be expected, these were lads of irregular and otherwise defective training, whose attainments generally were below the standard of the highest class. It was a further disadvantage that the master of the class was changed about the middle of the session, and that the course of study was extended by the addition of surveying, drawing, and physical geography. With a view to prevent, as far as possible, such a failure again occurring, monthly examinations have been instituted for testing the progress of the four senior school classes."

The University regulations empower the Principal to refuse certificates for admission to the examination to all candidates who are known to be unfit to go up, and it would have been better had this power been exercised. Some of the zillah schools acquitted themselves fairly well, thus—Sarun school passed six out of 12 candidates, and Gya school six out of 14.

BHAGULPORE DIVISION.—*Middle Vernacular Schools.*—There were 22 Government schools of this class in this division with 973 pupils, and one unaided school with 50 pupils, or a total of 1,023 pupils: of whom 751 were Hindus and 272 Muhammadans. The district of Monghyr contained nine of the Government schools attended by 343 boys, as also, the single unaided school—the Jallalabad Madrassa—with 50 boys; Bhagulpore contained seven schools with 400 boys, Purneah four with 169 boys; and the Sonthal Pergunnahs two with 61 boys.

All the schools were considered by the Inspector to have declined in efficiency and popularity since the introduction of the present scholarship course.

Vernacular Scholarship Examination.—For the first time every school in the district of Monghyr sent up candidates to this examination. The result of the examination for each district is subjoined:—

	PASSED IN—		
	First division.	Second division.	Third division
Bhagulpore	28	52	17
Monghyr	12	26	26
Purneah	6	7	3
Sonthal Pergunnahs	0	2	1

Middle English Schools.—Of these schools, there were 12 aided with 512 pupils, and four unaided with 188 pupils, or a total of 16 schools attended by 700 boys: of whom 525 were Hindus, 125 Muhammadans, and 50 Christians. A classification of the boys in attendance at these schools show that seven belonged to the upper classes, 377 to the middle, and 316 to the lower. These schools are said by the Inspector to be under the management of ill-paid and incompetent masters generally; and under such circumstances their condition can hardly but be most unsatisfactory. The divisional report, however, deals with all the middle schools in such a meagre way that it is difficult to form any definite opinion as to their actual condition. The number of candidates that appeared for minor scholarships is not given, but it would appear that 17 were successful, two being placed in the second division and 15 in the third. Of these, eight went up from the seven schools of this class in the district of Bhagulpore, seven from the three schools in the Sonthal Pergunnahs, one from the four schools in Purneah, and one from the two schools in the district of Monghyr.

Higher English Schools.—The schools of this class consisted of four Government schools with 732 pupils, two aided schools with 130 pupils, and two unaided with 83 pupils, or a total of eight schools with 945 pupils: of whom 755 were Hindus, 169 Muhammadans, 18 Christians, and three others.

These schools only succeeded in passing 11 candidates at the University Entrance Examination, and of these seven came from the Government School at Bhagulpore, two from the Monghyr Government School, one from the Deoghur school, and one from the aided School at Pakaur. The Bhagulpore School had 397 pupils on its rolls at the end of the year, and the proportion of Hindustanis to Bengalis is steadily increasing; in the year under report there

were 276 Hindustanis to 118 Bengalis, and of the entire number on the rolls 80 were Muhammadans.

ORISSA DIVISION.—*Middle Vernacular Schools.*—There has been an addition of one to the number of schools of this class during the year. The schools and pupils as they stood on 31st March are as follows:—

	Schools.	Pupils.
Cuttack	10	412
Balasore	12	509
Pooree	10	292

There was a slight increase in the number of pupils and a satisfactory proportionate increase in the average daily attendance. On the character of the instruction given in these schools the Joint-Inspector remarks:—

"I wish I could record an equally satisfactory progress in the instruction given in them, but from the disregard of duty of some teachers, and the inefficiency of others, no perceptible improvement has been made. I have frequently remonstrated with managers and have directed the attention of committees to the prevailing evils, but for some reason or other they persist in retaining these men in office. They perhaps experience a difficulty in getting good masters, and I despair of effecting any material improvement in middle vernacular instruction until some practical means are employed for improving the teaching of the students in our normal schools. Normal students should be frequently employed in teaching in a model school, under the superintendence and guidance of an experienced master, whose sole duty should be to look after them."

The Inspector, Mr. Hopkins, does not endorse these strictures entirely. Some of the middle schools in Balasore and Pooree are, in his opinion, by no means despicable institutions.

The following table gives a classification of these schools and of the pupils attending them:—

	Number of Schools.	Pupils.	Hindus.	Muhammadans.	Christians
Government Schools	14	496	480	16	0
Aided "	18	717	597	94	26
Unaided "	1	43	43	0	0

The majority of the pupils belong to the middle classes. The expenditure in the Government schools was Rs. 3,597, of which the State contributed Rs. 3,309. The Joint-Inspector in noticing the disproportionate expenditure of the State says:—

"I am of opinion that the time has arrived when a higher rate of fee might be charged in our middle vernacular schools. If we compare the fee charged in these schools with what I have shown to be the ordinary fee charged in private pathsalas, the comparison will appear absurd. The fee charged for the higher education is not more than half what is charged for the lower aided middle vernacular schools." Commenting on this opinion of the Joint-Inspector, Mr. Hopkins remarks:—

"The subject of fees in Orissa is a difficult one. Though abadhans manage to collect a fair income, I think they are considered village institutions to whom certain perquisites are due according to custom; it is different with the masters of middle schools who are generally strangers. The fee income is ridiculously small."

The expenditure by the State upon the aided schools was Rs. 2,352, and from private sources Rs. 2,872, of which Rs. 845 consisted of fees, a much larger sum than is collected in the Government schools of this class. Exactly the reverse might have been expected, and I think the scale of fees in the Government schools should be revised.

Vernacular Scholarship Examination.—The number of candidates at this examination was 82, against 89 in the previous year, and the number passed was 46, against 71. Of the 46 passed candidates, five were placed in the first division, 16 in the second, and 25 in the third, and upon this result 14 scholarships were awarded. Whilst the number of candidates in the two years was very nearly the same, there is a great falling off in the number of passed candidates. The Joint-Inspector is unable to account for this, but thinks "this year's result is a closer approximation to the true state of vernacular education in the province than last year's could have been."

The candidates from the aided schools are not shown separately in the tabular statement of the result of the examination, so that no comparison can be drawn between the teaching in these schools and that in Government schools. Such a comparison would have helped in the solution of the fee question.

Middle English Schools.—There were only 13 schools of this class in Orissa, all of which were aided, and contained in the aggregate 812 pupils. Of these, nine schools with 649 pupils were in the Cuttack district; two schools with 109 pupils in the Balasore district; and two with 54 in the Pooree district. The pupils consisted of 496 Hindus, 86 Muhammadans, and 228 The amount spent on these schools was Rs. 12,624, of which the State contributed Rs. 4,365.

Minor Scholarship Examination.—For this examination there were 26 candidates, against nine in the previous year, of whom 19 were passed, against seven in the previous year. Upon the result of the examination five scholarships and three free tickets were awarded. These figures show that middle class English education has made fair progress in this division during the year.

SECONDARY INSTRUCTION.

Higher English Schools.—The schools of this class still consist only of the Cuttack High School, the Zillah Schools at Balasore and Pooree, and the Jesuit Missionary School at Balasore. Mr. Hopkins observes that these schools "do not succeed as well as they should; an element of race antipathy, as well as of jealousy, between teachers and pupils has been introduced, which the committees seem inclined to foster rather than discountenance."

The statistics of the schools on 31st March as regards number of pupils and creed are as follows:—

	Number of pupils.	Hindus.	Muhammadans.	Christians.
Cuttack High School—School Department	216	193	11	12
Balasore School	136	132	4	0
Pooree „	116	114	2	0
St. Joseph's „	104	51	22	31

The number of boys on the rolls of the High School at the same date in the previous year was 191, and during the current season there has been an accession of numbers since the 31st March. These indications of a growing desire on the part of the Uriyas to avail themselves of higher class education are satisfactory.

Junior Scholarship Examination.—The number of candidates sent up to the Entrance Examination was 19, of which the High School contributed 12, the Balasore School four, and the Pooree School three. There were 13 candidates passed, of whom three were placed in the first division, five in the second, and seven in the third. The number of candidates in the previous year was 15, of whom 11 passed. The result was creditable to the schools. Upon the result of the examination seven junior scholarships of the second grade and four of the third grade were awarded.

CHOTA NAGPORE.—*Middle Schools.*—The middle vernacular schools in Chota Nagpore were 44 in number at the close of the year: consisting of 13 Government, 13 aided, and 18 unaided schools under inspection, and they were attended by 1,949 pupils: of whom 157 were Christians, 1,119 Hindus, 132 Muhammadans, 472 Kols, and 69 others.

There were also 17 middle English schools, consisting of one Government, one unaided, and 15 aided schools. These were attended by 962 pupils, of whom 288 were Christians, 611 Hindus, 42 Muhammadans, 12 Kols and others.

The Government model schools, of which there are two or three in each district, have assignments of Rs. 20 to Rs. 25 each a month, and were intended to work as pioneer schools, teaching the middle vernacular course. In this respect they seem to have failed, the standard being too high, and the pandits themselves (Gya Hindi pandits, unable to get employment in their own country) hardly qualified to teach the standard they profess. Nevertheless, the Inspector writes:—"Secondary education is so poorly supported in Chota Nagpore, that I should not propose to abolish these schools or alter their establishments; I should rather hope, in a few years, when our normal schools have got fairly to work, to be able to put picked pandits in charge of these schools: and I should then expect them to work very differently, as, for instance, the Chyebassa Station School of this class does already.

On the Mission schools, the Inspector remarks:—"The Mission station schools work as a part of the whole Missionary system; in Chota Nagpore the plan of both the Berlin and Anglican Missions is to bring up as large a number of children as possible to the head-quarter school, but not to aim at a very high standard of education with the mass of these children. On the contrary, all (but a few selected to go on) are returned to their parents and villages at about 14 years of age. The missionaries hope by this plan to spread civilization more widely than by highly educating a much smaller number of children.

"The missionaries devote themselves to what are called the aboriginal tribes who speak languages that have not yet been reduced on paper, or at all events that the Missions are only beginning now to get down on paper. These aboriginal children know also a little Hindi, but not very much; and when they are brought to school they have to begin their A B C, in what is not their mother tongue, viz., in Hindi. It is only after several years spent in acquiring Hindi that they can commence English—another language remote from Hindi as from Mundari, and in an entirely new character. It is the necessity of this intermediate step in Hindi that keeps down the real standard of education in the Chota Nagpore Mission Schools. In the Khasi Mission Schools the youngest children begin Khasi and English at the same time, in *the same character.*"

The Deputy Inspector of Lohardugga would like to see the missionaries modify their system so far as to enable their boys to compete for minor and vernacular scholarships. "But," as the Inspector very properly observes, "the foundation of the grant-in-aid principle is that Government shall not prescribe the exact form of every school in the country; the school managers are to be allowed the utmost freedom in the conduct of their own schools, and the only condition of a Government grant-in-aid is that the elements of a sound education shall be given; anything additional that the managers please may be also taught. The Chota Nagpore Missions have been eminently successful with the aboriginal tribes, and must certainly be left to judge for themselves how far it suits their purpose to follow the Government school courses."

There are but few aided middle schools, and none of them receive any support or encouragement from the natives of the province. They are managed mostly by missionaries and Government officers, and the province has derived great benefit from them.

Higher English Schools.—The three zillah schools, and the aided school at Pandua, were the only schools of this class in the province. They were attended by 399 pupils, of whom seven were Christians, 353 Hindus, 32 Muhammadans, five Kols, and one other.

SECONDARY INSTRUCTION.

The Government assignment to the Hazareebagh and Chyebassa schools was reduced this year, but the district committees strongly protest against the reduction of the standard of the schools which was ordered at the same time. The Inspector concurs with the committees in thinking that they should be allowed to teach the highest standard they think practicable and advisable; and there would seem to be no reason for refusing them permission to keep the best schools they can with the means at their disposal. The Inspector observes :—" The keeping of one Higher English School in these remoter districts is essential. If Government were to stop altogether the Baraset School, or any other central district school, most of the boys could read in other schools of the same district, or would be willing to migrate to a neighbouring district to read: our whole system of education for the district would not be broken down. But in Singbhoom there is no other higher English school in the district for the boys to have recourse to, and they generally decline to migrate to other districts. Hence the degradation of the Chyebassa school has practically abolished all the minor and vernacular scholarships allotted to the district. *Every boy has thrown up his scholarship.*"

I quite agree in the Inspector's view, which is also that of the Commissioner, and district officers.

SUPERIOR INSTRUCTION.

SUPERIOR INSTRUCTION.—Within the present limits of Bengal there are now 10 Government colleges and high schools which prepare matriculated students for the University examinations in Arts. The number of these institutions included in the returns of 1872-73 was the same, but the new high school at Rampore Bauleah is this year added to the list, while the high school at Gowhatti has disappeared from it in consequence of the severance of Assam from the Lieutenant-Governorship of Bengal. The course of instruction at six of those institutions is limited to the subjects laid down for the First Examination in Arts; and four colleges only, viz., the Presidency College and the colleges at Hooghly, Dacca, and Patna, are at present allowed to prepare candidates for the final examinations for the degrees in Arts.

There has been a further fall in the attendance at these institutions, the number of their pupils at the end of the year being returned at 803 against 854 at the same date in the year preceding.

The aided colleges are five in number as before, but in these also the attendance has fallen off from 305 pupils on 31st March 1873 to 280 on 31st March 1874. Thus, on the whole, there is a loss of 76 undergraduate students, the Government colleges losing 51 and the aided colleges 25. The loss is 6 per cent. in the Government colleges and 8 per cent. in the aided colleges. These losses are, however, explained and more than counterbalanced by the great accession of undergraduate students in the Medical College and the Civil Engineering Department of the Presidency College, where the attendance has increased by 11,624 in the medical classes and 92 in the engineering classes. The new Civil Service classes are also very full, their pupils having increased from 117 to 203, many of these being undergraduates of the University, who would naturally have been prosecuting their studies for the University degrees had it not been for the attractions of this new department, which seems to offer them a shorter and easier road to employment in the service of the State.

The following tables give the statistics of attendance and expenditure in the general colleges, both Government and aided :—

Statement of Attendance in the Colleges for General Education.

COLLEGES—GENERAL.	Monthly fee.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				
		1870.	1871.	1872.	1873.	1874.
Government—	Rs.					
Presidency College	12	397	405	442	385	353
Sanskrit "	5	29	26	23	26	26
Hooghly "	5	144	152	142	120	93
Dacca "	5	117	112	102	124	116
Krishnaghur "	5	127	116	96	52	46
Berhampore "	5	56	41	21	24	20
Patna "	5	65	84	79*	97†	92
Cuttack High School	3	22	22	19	14	17
Midnapore High "	5	......	......	......	......	13
Bauleah High "	3	......	......	......	......	27
Total	......	957	958	924	854	803
Aided—						
St. Xavier's College	5	32	36	36	31	39
Free Church "	5	103	120	107	108	74*
General Assembly's "	5	86	62	89	74	80
Cathedral Mission "	5	148	131	93	74	60
London Mission College, Bhowanipore	5	44	45	32	18	27
Total	......	413	394	357	305	280
Grand Total	......	1,370	1,352	1,281	1,159	1,083

* Inclusive of four out-students. † Inclusive of seven out-students.

SUPERIOR INSTRUCTION.

Statement of Expenditure in the Colleges for General Education.

Colleges—General.	Average daily attendance.	Expenditure in 1873-74.			Cost per annum of each student.		
		From State funds.	From fees, &c.	Total.	From State funds.	From fees, &c.	Total.
Government—		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College	318	66,865	49,052	1,15,917	210	154	364
Sanskrit "	24	12,230	1,023	13,253	509½	42½	552
Hooghly "	74	1,965	38,596	40,561	26½	521½	548
Dacca "	97	23,483	7,386	30,869	242	76	318
Krishnaghur "	38	18,862	2,719	21,581	496	71	567
Berhampore "	17	18,751	1,182	19,933	1,103	69	1,172
Patna College "	66	32,860	5,230	38,090	498	79	577
Cuttack High School...	12	4,895	652	5,547	406	54	462
Midnapore High "	8	....	2,606	2,606	....	325	325
Bauleah High "	15	....	5,557	5,557	....	370	370
Total ...	669	1,79,911	1,14,003	2,93,914	269	170	439
Aided—							
St. Xavier's College, Calcutta	30	3,600	14,172	17,772	120	472	592
Free Church College, Calcutta	80	5,060	17,380	22,440	63	217	280
General Assembly's College, Calcutta ...	62	4,200	10,622	14,822	68	171	239
Cathedral Mission College, Calcutta ...	50	6,750	24,050	30,800	138	481	619
London Mission College, Bhowanipore ...	23	2,288	9,900	12,188	99	430	529
Total ...	245	21,898	76,124	98,022	89	311	400
Grand Total ..	914	2,01,809	1,90,127	3,91,936	220½	207½	428

First Arts Examination.—The first public examination of undergraduate students takes place two years after matriculation, and is called the First Examination in Arts.

For the First Arts Examination of December 1873 the number of candidates on the register was 539 against 560 in December 1872. Of these, 305 passed—40 in the first division, 135 in the second, and 130 in the third; 221 failed, 11 were absent, and two were expelled from examination.

The candidates from Bengal numbered 418 against 463 in 1872, and 226 passed, viz., 27 in the first division, 95 in the second, and 104 in the third.

The successful candidates were distributed as shown below :—

First Arts Examination, December 1873.

Colleges.	Candidates.	Number passed in the			
		First division.	Second division.	Third division.	Total.
Government Colleges—					
Presidency College	151	17	43	34	94
Sanskrit "	10	1	1	4	6
Hooghly "	27	3	3	6	12
Dacca "	43	......	8	9	17
Krishnaghur "	26	1	3	2	6
Berhampore "	10	......	1	3	4
Patna "	33	1	9	8	18
Cuttack High School	2	......	......	1	1
Gowhatty High "	1	......	......	......	......
Aided Colleges—					
General Assembly's College	18	1	2	8	11
Free Church "	37	......	6	9	15
Cathedral Mission "	19	1	3	5	9
St. Xavier's "	7	.....	2	3	5
London Mission College, Bhowanipore	7	2	2	3	7
Unaided Colleges—					
La Martiniere College	4	......	3	......	3
Serampore "	4	......	......	3	3
Ex-Students and Teachers	19	......	9	6	15
Total	418	27	95	104	226

Of the 418 candidates, 383 were Hindus (including 19 Brahmists and 15 Theists and Deists), 22 Muhammadans, and 13 Christians.

The list of passed candidates contains 205 Hindus (with 11 Brahmists and nine Theists and Deists), 11 Muhammadans, and 10 Christians.

The languages taken up besides English were Sanskrit, Arabic, Persian, and Latin—391 candidates taking Sanskrit, 15 Arabic, four Persian, and eight Latin.

Under the revised regulations which have now come into force chemistry is allowed to be taken up as an alternative subject with psychology, and at this examination 77 Bengal candidates selected chemistry and 341 psychology.

The failures were: 114 in English, or 27·2 per cent. of the candidates on the register; 108 in the second language, or 25·8 per cent; 82 in mathematics, or 19·6 per cent; 41 in history, or 9·8 per cent; 55 in psychology or chemistry and logic, or 13·1 per cent.

SUPERIOR INSTRUCTION.

The award of the 50 senior scholarships annually available was determined as usual by the results of this examination, one extra scholarship being given this year, which raised the number to 51.

The distribution list is given below:—

Senior Scholarships, 1874.

Colleges.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month.
GOVERNMENT COLLEGES—		
Presidency College	7	17
Sanskrit "	...	1
Hooghly "	1	3
Krishnaghur "	1	1
Berhampore "	...	1
Dacca "	.	6
Patna "	...	6
Cuttack High School		1
AIDED COLLEGES—		
Free Church College	...	1
Cathedral Mission "	..	1
London Mission "	1	2
UNAIDED COLLEGE—		
La Martiniere College	..	1
	10	41

Thirty-one of the scholars elected to hold their scholarships in the Presidency College, seven in the Dacca College, four in the Hooghly College, four in the Patna College, one in St. Xavier's College, one in La Martiniere College, and one in the Cathedral Mission College. Two others joined professional colleges—one the Medical College and one the Civil Engineering Department of the Presidency College.

Of the 49 scholars who joined colleges for general education, 18 have selected the A or literature course for the B.A. degree, and 31 the B or science course.

The rules require that one-half the scholarship-holders of the second grade must take up the B course; but at the last election a much larger proportion of the scholars selected this course voluntarily, and there is little doubt that in future it will generally be preferred to the A course in all colleges where suitable provision is made for it.

The four University Duff scholarships of Rs. 15 a month were awarded as follows:—

The two open scholarships for proficiency in languages and mathematics at the First Arts Examination were gained by Adharlal Sen of the Presidency College, and Bipin Vihari Gupta of the Hooghly College.

The scholarship restricted to a student of the Free Church College for proficiency in all subjects was gained by Manilal Set; and the scholarship restricted to Europeans and Eurasians by E. Ewing, of La Martiniere College.

B.A. Examination.—At the final examination for the degree of B.A. in January 1874 212 candidates presented themselves against 242 in 1873, and of these 92 passed, 113 failed, and seven were absent.

Bengal contributed 180 candidates, being less by 27 than the number of the previous year, of whom 175 are Hindus (inclusive of 18 Brahmists and 12 Theists and Deists), two are Muhammadans, and three Christians.

The class list shows only 77 successful candidates—10 in the first division, 45 in the second, and 22 in the third, of whom 75 are Hindus, one a Muhammadan, and one a Christian.

The distribution list follows.

B.A. Examination, January 1874.

COLLEGES.	Candidates.	NUMBER PASSED IN THE First class.	Second class.	Third class.	Total.
GOVERNMENT—					
Presidency College	72	8	23	5	36
Hooghly "	14	......	6	....	6
Dacca "	11	......	3	1	4
Patna "	7	.....	3	......	3
AIDED—					
Free Church College, Calcutta	17	......	3	5	8
General Assembly's College, Calcutta	24	1	3	6	10
Cathedral Mission College, Calcutta	20	1	2	3	6
UNAIDED—					
Doveton College	1	......	......	......	......
Ex-Students' and Teachers'	14	......	2	2	4
Total ...	180	10	45	22	77

SUPERIOR INSTRUCTION.

The failures were in English 46, in the classical language 40, in history 15, in mathematics 77, in philosophy 28, and in the alternative subjects 26.

Sanskrit was taken up by 174 candidates, Arabic by five, and Latin by one.

The Eshan scholarship of Rs. 600 per annum for the Hindu candidate who stands first in the B.A list in order of merit was awarded to Prasanna Kumar Lahiri of the Presidency College.

M.A. Examination.—There were 42 candidates for honors in Arts, of whom 36 belonged to Bengal. Of these 19 passed—two being placed in the first class, ten in the second class, and seven in the third class.

One of the candidates who passed in the first class obtained honors in English, the other in Sanskrit.

Of those in the second class, two passed in English, one in Sanskrit, two in history, two in mathematics, one in natural and physical science, and two in mental and moral philosophy. The third class candidates passed three in English, one in history, one in natural and physical science, and two in mental and moral philosophy.

For the ordinary M.A. degree there were 15 candidates, all belonging to Bengal, of whom nine passed—two in English, one in Sanskrit, one in Arabic, four in history, and one in mathematics.

The distribution lists are given below.

M.A. Examination, January 1874.

HONORS IN ARTS.

Colleges.	Number of candidates.	Number passed in: First class.	Second class.	Third class.	Total.
Presidency College	23	1	6	4	11
Sanskrit "	2	1	1	...	2
Dacca " ...	4	...	1	...	1
General Assembly's " ...	3	...	1	1	2
Free Church " ...	1	...	1	...	1
Cathedral Mission " ...	1	...	..	1	1
Teachers'	2	...	...	1	1
Total ...	36	2	10	7	19

ORDINARY DEGREE.

Colleges.	Number of candidates.	Number passed.
Presidency College	3	2
Sanskrit "	1	1
Hooghly "	1	1
Dacca "	2	...
General Assembly's "	1	...
Free Church "	5	3
Teachers'...	2	2
Total	15	9

The examination for the Prem Chand studentship of Rs. 1,800 per annum for five years resulted in the election of Bihari Lal Banurji, M.A., of the Presidency College, who took up history and pure and mixed mathematics. He also obtained the Mouat gold medal, which is annually awarded to the candidate who gains the scholarship.

COLLEGE REPORTS.—The following summaries are taken from the annual reports submitted by the heads of colleges for the general departments affiliated to the University in the Faculty of Arts and the Civil Service classes which are in some cases attached to them.

PRESIDENCY COLLEGE.—The new building for the Presidency College has been completed, and was opened on the last day of the official year by Sir George Campbell in the presence of His Excellency the Viceroy. On this important and interesting event the Principal writes :—

"For twenty years the work of the college has been carried on under disadvantages which those only can fully appreciate whose duties required daily attendance in rooms miserably small and ill-adapted for classes of any kind in a Bengal climate. The third and fourth year classes of the general department and all the engineering classes were transferred to the new building immediately after the opening ceremony, and the sensible relief which the spacious class-rooms afford is spoken of gratefully both by professors and students. Before the end of April all the classes will be located in the new building, and it is satisfactory to be able to say that not only is there ample accommodation for all departments of the college

as they now exist, but that there is room to spare for a very large extension. The liberality of the Government in everything connected with the building has been unbounded, and the wish expressed by the founder, that the college should have a fitting edifice built for the accommodation of its students, has been most completely fulfilled. For the deep personal interest which the late Lieutenant-Governor took in the erection of the building, I desire to place on record my warmest acknowledgments, and I trust that the future career of the college will fulfil the expectations announced in His Honor's address at the opening ceremony."

The following table shows the number of students on the rolls of the general department on the 31st March for the last four years :—

Classes.	1871.		1872.		1873.		1874.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.
Honor class	14	...	16	...	16	...	17	1
Fourth year "	78	...	84	...	60	...	66	...
Third year "	53	...	53	...	68	...	84	9
Second year "	140	2	169	...	155	...	117	4
First year "	116	2	120	...	86	...	69	...
Total	401	4	442	...	385	...	353	14

Of the regular students on the rolls at the end of the last year, 345 were Hindus, seven Muhammadans, and one a Christian. The return of social position shows that 49 belong to the higher classes of society and 304 to the middle classes.

On the decline in the number of students the Principal remarks :—

"There is again a falling off in the number of admissions to the first year class, due, in the main, to the same causes as those assigned for the decrease in 1873, viz., the higher fee levied from junior scholars and the attractions of the Engineering Department. In 1873 the admissions to the first year class were less by 34 than in 1872, whilst the admissions to the first year class of the Engineering Department were 60 in excess of those for 1872, and I expect again to form a large first year class on the opening of the new Engineering Session in June."

"The decrease in the strength of the second year class is a direct consequence of the fewer admissions to the first year class of the previous session."

Of the 13 out-students in the second and third year classes, 12 belong to the Cathedral Mission College and attend the lectures in chemistry and physics only under the arrangements sanctioned by Government, as recorded in the last report.

Full provision is now made in the Presidency College for the alternative science course of the University, which proves to be highly attractive. A very large proportion of the First Arts candidates of 1874 have elected to take up chemistry instead of psychology. Out of 117 students, 83 have chosen chemistry, and, of the 34 who have chosen psychology, 21 are plucked candidates who had taken up psychology at a former examination. In the third year class, again, 60 students out of 84 have taken up the science course for the B.A. degree, and in the fourth year class 48 students out of 66 are preparing to pass in the same course. Thus out of 267 students who have had to choose between the literature and the science courses, 191 have chosen the science course.

The following is the Principal's report of the results of the public examinations of the year :—

"From the second year class 151 candidates went up to the First Examination in Arts. Of these, five were obliged to be absent from the examination owing to sickness, two were expelled for resorting to unfair means to pass, and 94 were passed. Of the successful candidates, 17 were placed in the first class, 43 in the second, and 34 in the third. The result of this examination was very satisfactory. Of the plucked candidates, 27 failed in English, 32 in the second language, 18 in history, 23 in mathematics, and 19 in the optional subject and logic. Upon the result of this examination, seven senior scholarships of the first grade and 17 of the second grade were awarded to students of this College.

"The Duff University Scholarship for proficiency in languages was awarded to Adharlal Sen of this College, and the Gwalior medal was gained by Triguna Charan Sen."

* * * * * * * *

"From the fourth year class, 72 candidates went up to the B.A. examination, of whom eight passed in the first class, 23 in the second, five in the third, and four were absent. Of the candidates who failed, 18 were rejected in English, 15 in the second language, five in history, 27 in mathematics, ten in philosophy, and six in the optional subjects. The percentage of passed candidates from this college was 50, the percentage for the entire examination being 43.

SUPERIOR INSTRUCTION.

"Upon the result of this examination the following graduates were elected foundation-scholars, and they are reading for honors in the subjects mentioned opposite their names:—

1.	Ramlal Datta	Burdwan scholar	English.
2.	Narendra Nath Sarkar	Dwarkanath Tagore scholar	Mathematics.
3.	Tara Prasanna Sen	Bird scholar	Ditto.
4.	Navin Chandra Das	Ryan scholar	History and Political Economy.
5.	Ramnarayan Datta	Hindu College scholar	Mathematics.
6.	Roma Prasanna Ghosh	Ditto	Ditto.
7.	Aditya Charan Sen	Ditto	Ditto.

The Laha scholarships in physical science and Sanskrit were awarded to Barada Prasad Ghosh and Makunda Chandra Bhattacharya, and the latter has joined the honor class in the Sanskrit College.

"The Eshan and Vizianagram University scholarships, and the Radha Kant medal for proficiency in Sanskrit, were awarded to Prasanna Kumar Lahiri of this College; and the examination for a studentship on the foundation of Prem Chand Roy Chand resulted in the election of Behari Lal Banurji, M.A., of this College, who took up history and mathematics, pure and mixed.

"All the University scholarships of the year which were open to free competition were, with one exception, gained by students of this College.

"There were 23 candidates for honors in Arts, and 11 were successful. The class attained, and the subjects taken up, are shown in the following table:—

Class in which passed.	Names.	Subject.
I.	Kedar Nath Bandyapadhyay	English.
III.	Tej Chandra Mukhapadhyay	"
II.	Bepin Behari Mukhapadhyay	"
III.	Hara Vilas Mukhapadhyay	"
II.	Sidheswar Sarkar	"
III.	Sarat Chandra Mukhapadhyay	"
II.	Asotosh Biswas	History
II.	Babu Ram Chattopadhyay	Mathematics.
II.	Gopal Chandra Ráy	"
II.	Bhagavati Chandra Rudra	Physical Science.
III.	Ganendralal Ráy	"

"Three graduates went up to the M.A. examination and two were successful—one in English and the other in history."

HOOGHLY COLLEGE.—The number of students on the rolls on 31st March during the last three years is shown in the following tables:—

	1872.	1873.	1874.
Honor class	1	1	...
Fourth year "	19	17	11
Third year "	15	10	12
Second year "	72	34	38
First year "	35	58	32
Total	142	120	93

On the decrease in the number of students the Principal writes:—"This shows a very considerable falling off in the number of students attending the College classes. A few words of explanation as to the cause of this falling off are necessary. When the Civil Service classes were opened in August 1872, a large number of students from the first and second year classes, and also some from the third and fourth years, joined the new department: in fact the backbone of the College was nearly broken by this new opening for Government employment, and it will require two or three years before the College can recover itself. Besides the cause above referred to, which has tended principally to reduce our number—there have been other causes, such as the new opening to persons with a knowledge of engineering, which has induced many to seek admission to the Engineering College at Calcutta."

Classified according to religion, the 93 students consisted of 79 Hindus, 13 Muhammadans, and one Christian. The return of social position shows that four belonged to the upper, 79 to the middle, and ten to the lower classes. Owing to the decrease in the number of students there was a falling off of Rs. 594 in the fee collections for the year.

The annual examination of the first and third year students by the College staff was satisfactory, except in the case of one junior scholar of the first year class, who failed to retain his scholarship. The following is the Principal's report of the result of the public examinations of the year:—

"Twenty-seven candidates went up to the First Examination in Arts, and 13 only were successful—three being placed in the first division, three in the second, and seven in the third. Four students gained senior scholarships, and one of them, Bepin Behari Gupta, gained also the Duff scholarship for proficiency in mathematics. Of the candidates who failed, eight were plucked in English, eleven in Sanskrit, two in history, nine in mathematics, and three in philosophy.

"Fourteen candidates went up to the B.A. examination, and six were successful, being all placed in the second division. Of the unsuccessful candidates, two were plucked in English, four in the second language, three in history, five in mathematics and natural philosophy, one in mental and moral science, and one in the optional subjects.

"Abul Khair, the holder of the Laha graduate scholarship, took up Arabic for the M.A. examination and passed successfully."

The library contains 6,831 volumes, which are generally in good order. The books issued during the year were 2,018 in number, a falling off as compared with previous year, which the Principal attributes to the insignificant additions of new work to the library during the last three years.

Civil Service Class.—The following statement shows the number of students on the rolls of this department during the year:—

	Christians.	Muhammadans.	Hindus.	Total.
Remained in the class after the examination in 1873	1	1	1	3
Admitted during the year	10	18	80	108
Total	11	19	81	111
Struck off during the year ...	4	5	24	33
On the rolls at the time of examination		14	57	78

Of these 78 students, 70 were allowed to go up to the examination in March, which was conducted by Mr. Grimley. Regarding the constitution of the civil Service classes of the current session, the Principal remarks:—

"In January the new rules for the Executive Subordinate Civil Service classes came into operation. By these rules there are two classes in the department—one class is composed of students who have passed the B.A. or F.A. examinations, or studied with credit for one year in a college. Students of this class after studying for one year in the Civil Service department will be eligible for the finanl examination; and the other class, which is made up of students who have passed the Entrance examination only, have to remain for two years in the Civil Service department before they are eligible for the final examination."

On the 1st April there were 61 students on the rolls, 41 of whom belonged to the one-year class and 20 to the other. The classes were composed of 46 Hindus, eight Muhammadans, and seven Christians, 60 of them belonging to the middle and one to the upper class of society. The fee receipts during the year amounted to Rs. 3,997 and the charges to Rs. 8,783. The uniform fee of Rs. 4 a month is levied upon all students of this department, with a single fee of Rs. 10 for instruction in riding and gymnastics.

DACCA COLLEGE.—Mr. Croft having been appointed Officiating Inspector of Schools Eastern Circle, Mr. A. W. Garrett was appointed to officiate as Principal of the College towards the end of 1873, and Mr. J. Willson was transferred from Hooghly to Dacca at the opening of the current session.

The Officiating Principal commenting on the College staff, says:—

"Throughout the past official year the College has been worked with a staff consisting of two European professors, one being the Principal of the College, one European Assistant Professor, and one Native Assistant Professor. There were besides lecturers on special subjects. Dacca is classed in the Bengal Administration Report for 1872-73 as one of the four first class colleges of Bengal, standing in fact next to the Presidency College in point of numbers. As such, it is stated in the report to have had last year a staff of four professors, besides professors of special subjects. If this means there were four teachers engaged in the College work, no matter what their respective grades or qualifications, it was so. But it must be pointed out in fairness to themselves that the assistant professors were dividing the labor with graded professors, and in fairness to the College that one of them gave only a portion of his time to the College classes. It may then be justly said that the College staff was short-handed throughout the past year."

General Department.—The number of students on the register on 31st March during the last two years is shown in the following table:—

	1873.		1874.	
	Regular students.	Out-students.	Regular students.	Out-students.
Honor class	9	...	3	...
Fourth year "	11	...	13	1
Third year "	16	...	16	3
Second year "	44	...	44	3
First year "	44	...	40	...
Total ...	124	...	116	7

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The 123 students consisted of 122 Hindus and one Muhammadan; and classified according to social position, two belonged to the upper and 120 to the middle classes, while the social position of one was unknown.

The decrease in the honor class is mainly due to the small number who passed at the last B.A. examination. The decrease is, however, balanced by the addition of out-students, who, "for the first time in the history of the College, are enrolled among its members." On the status in the College of these out-students the Officiating Principal says:—"They have the privilege of attending courses of lectures on one, two, or three subjects, but not on more, the whole list of College courses being open to their choice, with the exception of those on surveying. Such attendance, however, in no way qualifies them for the University examination, at which they have to appear as "private students." For this privilege they have to pay an entrance fee of Rs. 2 and a monthly fee of Re. 1 for each course of lectures. This innovation promises to work well for the finances of the College, as those who have availed themselves of it hitherto would not have joined the College as regular students: moreover, it has drawn to the College lectures two at least of a class well worth attracting—young landholders, too well off in this world's goods to need the assistance of a University diploma for their worldly advancement." On the results of the University examinations the Officiating Principal remarks:—"For the First Examination in Arts 43 candidates went up, of whom 17 passed. This was not an unfavorable result, whether compared with the result of former years, or with those of the best of the other colleges: none, however, passed in the first division. The results of the B.A. examination were more unfavorable. Out of 11 candidates only four passed: again none in the first division. There were no disgraceful failures, however, the greater number failing in one subject only, mathematics or English. The results of the honor and M.A. examinations were relatively better. Of six candidates, only one, Babu Kailas Chandra Datta, passed; but he did so with great credit, and was placed second in the second division. The College may also take credit to itself for the honorable place gained in the M.A. examination by Babu Rusamoy Basak, one of the masters of the Collegiate School, who had read for the examination with Mr. Brennand."

Of the 113 undergraduate members of the College, 37 are scholars distributed thus:—three of Rs. 20 in the fourth year; seven of Rs. 20 in the third year; five of Rs. 15, six of Rs. 10, and three of Rs. 10 (private scholarships) in the second year; five of Rs. 15 and seven of Rs. 10 in the first year.

All the scholarships assigned to the Dacca Division are held in the College.

The Lewis prize-medal for the best essay "on the civilization of India in the 15th century as compared with that of England at the same period" was gained by Babu Kailas Chandra Datta, B.A.

Science Classes.—Babu Preonath Basu joined his appointment as lecturer in botany and chemistry in March 1873. The class consisted of only three students, for reasons detailed in the last report, and during the latter half of the year there were only two students. The Babu reports on the work done with this class as follows:—

"During the year they were taken through a short course of elementary physics (such as relates to the physical properties of gases, the effects of heat, &c.), a general knowledge of which is essentially necessary for thoroughly understanding the principles of chemistry. The chemistry of the non-metallic and metallic elements was also explained to them. They had also lectures on the morphological and physiological portions of botany; while Mr. Clarke, the then Inspector of the Eastern Circle, very kindly gave them practical demonstrations on the several natural orders of plants which they are required to study. At the end of the year, under orders of the Principal, test examinations were held in chemistry and botany, in both of which the students acquitted themselves fairly." The want of suitable apparatus and chemicals interfered seriously with the progress of the class in chemistry last year; but a good supply of both has since been received, and the only urgent want just now is a laboratory assistant.

The larger portion of the second and third year classes have elected to take up the science subject; the reluctance to science, if it ever existed, having been overcome. As regards the staff necessary to carry on the A and B courses, the Officiating Principal observes "that it is with the utmost pinching that they are carried on with the present small staff; and in fact to carry them on both satisfactorily it will be necessary to retain Babu Preonath Basu here to assist the European Professor of Science, who was budgetted for last year, and who, it is to be hoped, will be added to the staff before long. If the science classes of this College come out as well in the examination as expected, it will be due to Babu Preonath's untiring devotion."

Surveying Classes.—In addition to the school class the teacher of surveying had charge of (1) the Survey Teachership class, and (2) the Subordinate Civil Service class. The first contained only three candidates, who were very incompetent and very irregular, and their subsequent failure at the examination excited no surprise. The second class consisted of two sections, the first of which contained teachers and out-students paying fees; the second, regular College students, who paid no fees. The first section went up to the examination conducted by Mr. Grimley in March, but the men composing it were inferior to the class of the previous year.

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Gymnasium.—A gymnasium has been erected and fitted with apparatus at a cost of Rs. 1,260. The course followed is Mr. Archibald Maclaren's, of the Oxford Gymnasium; and under the present teacher, Babu Hari Mohun Ganguli, who is a first-rate gymnast, and a capital teacher and disciplinarian, the class is succeeding very well.

PATNA COLLEGE.—Dr. Simpson, the Civil Surgeon, who delivered last session a course of lectures in chemistry to the first and third year classes, having left for Europe in February, Professor Ewbank, as a permanent arrangement, took up chemistry in addition to mathematics and physical science, and he is now lecturing the College and the Civil Service classes in that subject. The number of students on the rolls on 31st March was 92, including three ex-students, against 97 on the same date of the previous year. The average number on the rolls monthly was 83, and the average daily attendance 66. The students are classed as follows:—

First year	31
Second "	41
Third "	11
Fourth "	9

Classified according to race, they consisted of 48 Beharis, 42 Bengalis, and two others. Classified according to religion and social position, there were 78 Hindus, 10 Muhammadans, and four Christians and others, of whom 14 belonged to the upper classes, 77 to the middle, and one to the lower.

Of the total number of students, more than half held scholarships, 51 being junior scholars, and six senior scholars.

The number of students sent up to the First Examination in Arts was 33, of whom 18 were passed, one being placed in the first division, nine in the second, and eight in the third Upon this result six senior scholarships were awarded. The failures were—nine in English, six in the second language, three in history, eight in mathematics, and five in philosophy.

Seven candidates went up to the B.A. examination, and three passed in the second division. One candidate went up to the honor examination in philsophy, and was passed in the third division.

The first and third year classes were examined by the College staff, and all the students of the latter showed satisfactory progress. Some of the first year students were found deficient in more than one subject, and on the result two of them were deprived of their scholarships, while the stipend of a third was suspended for two months.

On the course of study followed in the College, the Principal says:—

"None of the first year students have taken up psychology, but they have all elected the alternative course, which is chemistry. This was, I think, the better course, considering that in this College they must of necessity take up chemistry in their third year, when they would be placed at a great disadvantage, having to learn the subject along with others previously acquainted with it.

"As I am convinced, however, that it would be a serious defect in a system of education aiming to be liberal if it did not embrace some knowledge of at least the leading principles and facts of psychology, I have thought it advisable to give a course of lectures on elementary psychology to the first year's students as a preparation to their entering upon the study of logic, which is a compulsory subject at the Frst Examination in Arts. In the same class 14 students read Sanskrit, five Arabic, and three Persian.

"In the second year class, 19 are studying chemistry, 22 psychology, 25 Sanskrit, eight Arabic, six Persian, and one Latin.

"The students of the third year (now 13 in number) have taken up the natural science course under Mr. Rogers. They had no choice in the matter, as the College is not yet supplied with the apparatus requisite to illustrate lectures in physical science. Government has, however, sanctioned a grant of Rs. 10,000 for the purchase of scientific instruments. An indent for them is being prepared, and it is to be hoped that they may be received before the beginning of next session. In this connexion, I may state that the late Lieutenant-Governor gave his sanction to a proposal first made by the late local committee, that the balance standing at credit of the College Building Fund, Rs. 23,783, should be applied towards the erection of lecture hall, with suitable rooms attached to it for chemical and other scientific experiments. Mr. Ewbank was good enough to prepare the necessary plans, which, after some little modifications, were approved of. The Executive Engineer has been already instructed to prepare detailed estimates and to commence preparations for building as soon as possible."

Civil Service Classes.—Admission to this department being restricted, under the rules now in force, to candidates who have passed the Entrance examination, there were only seven students on the rolls on the 1st April. On the course of study laid down for these students the Principal remarks:—

"The course of study prescribed for them embraces, in addition to such special subjects as surveying, law, &c., all the branches required for the First Examination in Arts, except logic and a second language. It would therefore appear that, by taking up these two subjects, Civil Service students may qualify themselves for the First Arts examination, as well as for the

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Civil Service examination, and this double course has accordingly been taken up by the present Civil Service class."

The result of the Civil Service examination of 1873 was very favorable to the students who went up from the College; and, soon after it was made known, numerous admissions to the Survey class took place. On the 31st March the number on the rolls of this class was 130, and throughout the year the monthly average number was 110, with an average daily attendance of 46. The great irregularity in attendance was due to the fact that the members of the class were nearly all engaged in Government or private employment. The class was broken up after the Native Civil Service examination began, and 43 members went up to the examination, of whom only six belonged to the College.

A very large proportion of the Survey class consisted of members who had to be taught in Urdu, and the survey teacher undertook the translation of the "Notes on Engineering" into that language, and the book was ready by the end of January. About the same time an Urdu translation of Mr. Scott's "Notes on Surveying" appeared, and these translations greatly helped the candidates to prepare for the examination The English portion of the class fell off very considerably as the time for the examination approached, being unable to procure certificates of qualification in horsemanship. Indeed a panic was caused in the class by the death of one of their fellow students from an accidental fall from his horse. Some of the students who were thus prevented from going up to the examination were the best in the class. The Urdu students were irregular in attendance, and most of them (especially the Muhammadans) were deficient in mathematics, and the result of their examination cannot but be bad.

Lectures were given in chemistry by Dr. Simpson and in botany by Mr. Rogers to the members of this Department without any cost to Government.

The Law Lecturer opened his class with only four students, and there was no increase till the month of June, "when owing, as it appears, to the success which the class achieved at the preceding examination, and the encouragement that was given to the passed students in providing them, one and all, with good appointments, there was a rush of students into the Civil Service classes till the number in the Law class came up at one time to 88," made up of 42 out-students, 28 in-students, and 18 Urdu students. This number continued with slight variation till the time arrived for passing the preliminary examination in horsemanship. This test proved fatal, and many students, including some of the best, left the class.

None of the students of the late Civil Service class attended the gymnastic class: attendance is now compulsory.

The fees collected from the Surveying and Law classes amounted to Rs. 2,202, and the expenditure was Rs. 4,870.

KRISHNAGHUR COLLEGE, *General Department.*—The number of students on the rolls on 31st March was 46 against 52 at the same date in the previous year. The two classes stood thus:—

First year	19
Second year	27
Total ...	46

On the decrease in the number of students the Principal writes:—

"I am not able to explain satisfactorily the reason of this continued decrease in the numbers, unless it be that students were drawn in different directions by the new outlets that have been afforded for native industry and talent independent of the Calcutta University. Then the University changes themselves have militated against us; and now that chemistry has become fashionable, students will make every possible effort to go to those colleges where they can get the best and most authoritative tuition. Several other causes might be assigned, but they probably may all be merged in one, and that one is the abolition of the two upper classes in 1872, since which time there has been a steady decrease both in the F. A. classes and the school. But I am inclined to think that if all goes well, the numbers in the College might eventually be raised to 60, beyond which it is hardly desirable with our small staff that they should advance."

Twenty-six candidates went up to the First Examination in Arts, of whom only six passed, one being placed in the first division, three in the second, and two in the third. On this result the Principal remarks:—

"This result is certainly most unsatisfactory. I am strongly of opinion that it does not represent the real merits of the class. I must observe in the first place that two of our best students were taken ill during the examination, and were obliged to give up all further work. Then, of those who failed, I find that one failed in history alone, another in philosophy alone, and another in Sanskrit alone. Such failures I cannot but think very hard, as the subjects are not of such a kind that failure in them necessarily shows mental incapacity on the part of the student, and it would be well, I think, if all who succeed in passing the English and mathematical test were allowed to pass in a fourth class.

"In one respect we were fortunate at the last examination, inasmuch as we had one of the best students of the year. He stood fifth in the first division, and I was in hopes that he would have stood still higher, as in the whole course of my experience I have never met with a student who wrote better English."

Two senior scholarships were awarded on the result of this examination, one of the first grade and one of the second. On the introduction of chemistry into the F.A. standard, the Principal remarks:—

"The chemistry course is now being read by all the students both of the first and second year classes. I consider this a decided improvement on the old philosophy course, although I cannot but regret the way in which the change has been effected, and must express my decided opinion that the subject is a very ill-chosen one. To understand chemistry properly, the student ought to have a fair knowledge of the chief physical sciences. But a first year student has read no physical science at all, and the second year student reads only the elements of statics. Now, would it not have been a more rational plan to have added to the F.A. course the principal notions of dynamics and the outlines of astronomy, which would have fitted in with the student's previous reading, than to have hurled him at once into a science like chemistry, between which and the student's actually acquired scientific knowledge there is such a vast and insurmountable chasm? Contrast the importance of astronomy, both historically and dogmatically, with that of chemistry, and surely the final decision will be that the former subject is immeasurably the superior of the two. This being so, would it not be better that our F.A. students, so many of whom terminate their studies at the F.A. examination, should have a fair knowledge of a subject which has engaged the attention of the human mind ever since the dawn of science, and which, in the hands of Copernicus, Kepler, Galileo, and Newton, has revolutionized our whole mode of thought, than that they should acquire a few scattered and imperfect notions about a subject whose origin is comparatively recent, and which can never produce that deep and abiding influence upon the human mind which has been produced by its sister science, astronomy? I would also urge as another though subordinate reason for selecting astronomy, the absence of any expense in teaching it. It could be taught by the professors who take the mathematical course, and it would require no extensive and continuous expenditure for elaborate scientific toys in the way of apparatus. Knowing the fate of such scientific toys in past times, it is really grievous to see the money which is now being lavished upon a renewal of experiments which have already been tried and have signally failed. The proverb says *experientia docet*, but it seems to require a more than ordinarily wide basis of experience to convince our savans of the folly, and, I must say, unfairness, of spending large sums of money out of the public revenues on mere toys, which are in no way necessary for developing the scientific powers of our students. Another reason for objecting to a subject like chemistry is that it presses unfairly upon mofussil colleges, which have not a full European staff. It is impossible that a young Calcutta graduate, fresh from his M.A., however learned he may be, can teach the subject with the same effect as men who have studied it for years, and have been engaged in the practical work of teaching it, both in their own country and in Bengal. However well these young graduates may know the subject themselves, they cannot have that power which comes from mature reflection, frequent repetition, a trained faculty of expression, and continuous dogmatic exposition."

I cannot agree with Mr. Lobb in thinking that, in seeking to make a beginning of scientific teaching in our colleges, the subject of chemistry was ill-chosen. It was deemed essential that the subject selected should be one which involved teaching of a practical kind, and which was calculated to develop and train the powers of observation rather than those of mere memory. The claims of dynamics were not overlooked, but the fundamental conceptions of this subject were thought not only to be too difficult in themselves for this class of students, but also to involve experimental illustrations to make them clear, which it would be impracticable to carry out. The importance of astronomy was recognized by postponing its introduction only to the next stage of a student's career.

BERHAMPORE COLLEGE, *General Department.*—There were only 20 students on the rolls on 31st March, being four less than the number in the preceding year. The first year class contained 12 students and the second year class eight. It seems very unlikely that there will be any increase in the number of students. Ten candidates went up to the F.A. examination, and four were passed, one being in the second division and three in the third. A senior scholarship was awarded to the candidate in the second division and made tenable in the Presidency College.

Arrangements have been made to teach chemistry and botany to the Civil Service class, which contained only five students on 31st March. The Law Lecturer has also kindly consented to give two lectures a week to the class without any remuneration.

SANSKRIT COLLEGE, *College Department.*—There were 26 students on the rolls of this department on 31st March. They were all Hindus, and 25 belonged to the middle classes and one to the upper. Ten candidates went up to the F.A. examination, and six were passed, one being placed in the first division, one in the second, and four in the third. A second grade senior scholarship was awarded to the candidate placed in the first division.

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Three candidates went up to the examination for honors and the degree of M.A. in Sanskrit. All passed, and Umeschandra Batavyal gained a first class in honors, while Prannath Pandit gained a second class.

The examination for scholarships and prizes was conducted by the College staff, and upon the result of the examination eight senior and eight junior scholarships were awarded. Prizes of books were awarded to the junior classes to the extent of Rs. 149.

In connexion with the changes on the staff of the College the Principal remarks:—

"The College felt an irreparable loss in consequence of the retirement, on superannuation pension, from 1st January, of Pandit Taranath Tarkavachasputi, the profoundly learned Professor of Hindu Philosophy and Sanskrit Grammar. His place was filled up on 20th February by Pandit Gris Chundra Vidyaratna, Professor of Sanskrit Literature. Pandit Madhusudan Smritiratna, of Nadia, a good general scholar, whose speciality is Hindu Law, and who has a large reputation in the country as a distinguished professor of that subject, was appointed on the 2nd March to fill the post vacated by Professor Gris Chandra. The changes caused by the retirement of Professor Taranath were accompanied by a redistribution of the Professor's duties—Pandit Mohes Chandra Nyayaratna being entrusted with the teaching of Hindu Philosophy and Rhetoric with the title of Senior Professor; Pandit Gris Chandra Vidyaratna with that of Sanskrit Literature and Grammar; and Pandit Madhusudan Smritiratna with that of Hindu Law, under the title of Junior Professor."

CUTTACK HIGH SCHOOL, *College Department*.—There were 17 students on the rolls on 31st March against 14 at same date of the previous year. Only two candidates were sent up to the First Examination, of whom one passed. The head-master rightly attributes the small number of students to the paucity of schools in Orissa educating up to the Entrance standard.

BEAULEAH HIGH SCHOOL.—No candidates have yet gone up to the First Examination from this school, but it will send candidates to the next examination in December. The number of students on the rolls on 31st March was 27, of whom nine belonged to the second year class and 18 to the first year.

GENERAL ASSEMBLY'S COLLEGE.—On the 31st March the College contained 80 students on the rolls, viz., 22 in the first year class, 25 in the second year, 12 in the third year, and 21 in the fourth year. The College sent up 18 candidates to the First Examination, of whom 11 passed—one in the first division, two in the second and eight in the third. For the B.A. degree, 24 candidates appeared, of whom 10 were passed—one in the first division, two in the second, and seven in the third. Four candidates went up to the M.A. examination, and two passed—one in the second division and one in the third.

The fees collected in the College classes during the year were Rs. 4,303.

FREE CHURCH COLLEGE.—At the end of the year there were 74 students in the College classes, viz., 21 in the first year class, 24 in second year, 15 in the third year, and 14 in the fourth year. The average number on the rolls for the year was 90, and the fees collected amounted to Rs. 5,310.

The College sent up 37 candidates to the First Examination, and 15 passed—six in the second division and nine in the third. For the B.A. degree 17 candidates appeared, of whom eight passed—three in the second division and five in the third. At the M.A. examination six candidates appeared and four passed. The Principal remarks:—

"There is little new in our college arrangements this year, except that we have made provision for teaching physical science for the B course for the B.A. degree. The number of students studying the B course at the end of the year was 11, viz., in the fourth year five and in the third year six. The number of students studying chemistry was 16, viz., 11 in the second year and five in the first."

ST. XAVIER'S COLLEGE.—The number of pupils on the rolls on 31st March was 39—12 in the first year class, 10 in the second, 6 in the third, and 11 in the fourth. At the First Examination seven candidates appeared, of whom two passed in the second division and three in the third. No candidates went up to the B.A. examination. The fees collected in the college department amounted to Rs. 2,472.

LONDON MISSION COLLEGE, BHOWANIPORE.—The total number of boys in the college and school departments on 31st March was 669. Of these eight were in the second year college class and 19 in the first year. Seven candidates went up to the First Examination and six passed—two in the first division, one in the second, and three in the third. Upon this result, three senior scholarships were gained.

CATHEDRAL MISSION COLLEGE.—The number of students on the rolls on 31st March was 60, distributed as follows:—

First year	19
Second year (chemistry 6, psychology 19) ...	25
Third year (A course 7, B course 9)	16

The Principal writes:—"The fourth year class is this year in abeyance. I mentioned in my report last year what, as far as I could ascertain, was the cause of our small attendance in the third year class. The small number gradually got less in the course of the year, and

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as there was little likelihood of the class recovering, we thought it better, with your sanction, not to carry it on to the fourth year. Several failed B.A students from other colleges have applied for admission this year, but we did not think it worth while to re-open the class. This year it will be observed that the third year class is in better condition; and in considerable measure its more prosperous state is owing to the arrangement which has been recently sanctioned, by which students of this College are at liberty to attend the lectures on chemistry and physical science at the Presidency College."

Nineteen students went up to the First Examination, and 10 passed—one in the first division, four in the second, and five in the third. A senior scholarship was gained by the student in the first division. Twenty candidates went up to the B. A. examination, and only six passed. One was placed sixth in the list, having been eleventh on the First Arts list two years before: two passed in the second division and three in the third. On the result of the B.A. examination the Principal observes:—

"The result of this examination was very disappointing. This was a good average class, and some of the students, as far as I could judge, were far above the average. I ascertained that these latter students had done exceedingly well in some subjects; and, had they not made shipwreck on the rock of mathematics, would have taken high places in the list of successful candidates. One student, a Government scholar, called on me, and, with commendable candour, confessed that his failure was entirely owing to his own lack of diligence."

SPECIAL INSTRUCTION.

SPECIAL INSTRUCTION.—The higher branches of professional instruction taken cognizance of by the University of Calcutta are Law, Medicine, and Civil Engineering.

LAW.

LAW.—Law is now taught in only six of the Government colleges and high schools, and at the end of the year the classes contained 299 pupils, distributed as follows:—

Presidency College	182
Hooghly College	32
Krishnaghur College	4
Dacca College	27
Patna College	34
Midnapore High School	20
Total ...	299

This is less by 126 than the number returned in the preceding year, when there were law classes in nine colleges, with an attendence of 425 pupils.

The falling off is due partly to the new rules promulgated by the High Court for the qualifications of pleaders, which make the First Arts test the standard for admission to the Higher Pleadership examination instead of the Entrance test, and partly, as explained last year, to the overstocking of the legal profession.

The total cost of the law departments was Rs. 26,404, and the receipts from fees were Rs. 26,374, so that the nett cost of the law classes to Government was Rs. 30.

Law Examination.—At the examination for the B.L. degree there were 103 candidates, of whom 101 belonged to Bengal.

Of the latter, nine passed in the first division and 69 in the second, as shown below:—

Colleges.	Number of candidates.	Number passed. 1st Division.	2nd Division.
Presidency College	85	7	56
Hooghly College	9	2	6
Krishnaghur College	3	...	3
Berhampore College*	1	...	1
Dacca College	1	...	1
Patna College	1	...	1
Cuttack High School	1	...	1
Total ...	101	9	69

For the license in law there were 65 candidates, of whom 46 passed, distributed as follows:—

Colleges.	Number of candidates.	Number passed.
Presidency College	42	29
Hooghly College	10	7
Krishnaghur College	4	3
Berhampore College	6	5
Dacca College	3	2
Total ...	65	46

This was the last examination for a license in law which the University will hold, and all candidates were admissible who had failed at any former for examination, or who, being eligible for the examination of 1873, had then been prevented from coming forward.

* The law class at Berhampore was abolished before the end of

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Law.

In future the examination for the B.L. degree is the only ordinary examination in law which the University undertakes to conduct.

LAW CLASSES.—The following information is extracted from the reports of the several law departments.

PRESIDENCY COLLEGE.—The following table shows the number of students on the rolls of the law department on 31st March during the past four years:—

	1871.	1872.	1873.	1874.
Third year class	94	98	20	45
Second year class	117	......	45	45
First year class	......	84	63	80
Second year pleadership class	35	51	30	10
First year pleadership class	64	37	31	2
Total ...	310	270	189	182

The decline in the strength of the pleadership classes is thus explained by the Principal:—

"The examination for admission to the roll of pleaders is conducted under rules framed by the High Court, and the University Entrance examination was originally laid down as the test of general education which candidates were required to have passed. During 1873 the High Court revised the rules and substituted the first examination in Arts for the Entrance examination as the test of general proficiency, with effect after the examination of (March) 1874. As very few of the pleadership candidates had passed or could hope to pass the first examination in Arts, there was no course open to them but to ask the High Court to postpone the action of the new rules till 1876, or to abandon their law studies. The High Court having given no encouragement to a proposal to defer the action of the new rules, the candidates have necessarily given up the study of law."

Classified according to religion, the 182 students consist of 179 Hindus and three Muhammadans. Classified according to social position, 31 belong to the upper classes and 151 to the middle classes.

In 1872-73 the receipts from fees exceeded the disbursements on account of the law classes by Rs. 8,262; but owing to the decrease in the strength of the classes (the third year and pleadership), in which the fee was Rs. 10 a month, the financial result of the year showed an excess of disbursements over receipts, amounting to Rs. 1,319. To remedy this, the fee payable by second year students has been raised from Rs. 5 to 10 during the current year, the fee being still fixed at Rs. 5 for first year students.

The law department sent up 85 candidates for the degree of B.L., of whom seven passed in the first class and 56 in the second. The department also sent up 42 candidates for the license, of whom 29 were successful.

HOOGHLY COLLEGE.—The following table shows the number of students on the rolls on the 31st March for the last three years:—

	1872.	1873.	1874.
Muhammadans	12	15	5
Hindus	48	44	27
	60	59	32

The decrease is owing to the changes in the rules of the High Court for admission to the Pleadership examination. As the current expenses of the department can no longer be met by the fees, it will be necessary to reconsider the scheme under which the law lecturer is paid, or to close the classes.

Classified according to social position, the students consisted of one belonging to the upper classes, 29 to the middle, and two to the lower.

The fee collections were less by Rs. 1,001 than during the previous year; but nevertheless they exceeded the expenditure for the year by Rs. 234.

Eight students passed the B.L. examination, two being placed in the first class and six in the second. Out of seven candidates for the license, six were successful.

DACCA COLLEGE.—On the 31st March the classes compared with those of the same date in 1873 stood as below:—

	1873.	1874.
Third year class	1	5
Second "	5	4
First "	5	7
Second year pleaders	29	9
First " "	27	2
Total ...	67	27

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Law.

The decline in the strength of the classes is due entirely to the new rules of the High Court for the admission of pleaders. The single student of the third year class of 1873 was a deputy magistrate, but his removal from Dacca prevented his going up to the University examination for B.L. Four ex-students, however, went up, and were all successful, as were two out of three ex-students who were candidates for a license.

PATNA COLLEGE.—The number of students on the rolls at the end of the year was 34, being a decrease of 27 on the returns of last year.

They are distributed as follows:—

Third year class	6
Second "	3
First "	7
Second year pleaders	14
First " "	4
	34

Classified according to race and religion, they consisted of 15 Beharis and 19 Bengalis, of whom 27 were Hindus and seven Muhammadans. The main cause of the falling off in the number of students is the alteration in the High Court rules for the admission of pleaders; but the opening of the Civil Service classes also affected the strength of the department to some extent. The receipts from fees were Rs. 410 in excess of the expenditure on account of the lecturer's salary. Only one student went up to the B.L. examination, and he was successful.

KRISHNAGHUR COLLEGE.—The number of students at the end of the year was four; at the end of the previous year it was seven. Three candidates went up to the B.L. examination, and all were passed. For the license four candidates appeared and three were successful. The lecturer in law received the fees collected, and there was no expenditure of State money. Probably this department will cease to exist after the end of the current session.

Medicine.

MEDICINE.—*English Medical Classes.*—In the English Department of the Medical College, for which the standard of admission is at present the University Entrance test, the roll number on the 31st March last was 319, against 295 in the preceding year.

The cost of the Department was Rs. 1,09,815, of which Rs. 86,197 was defrayed out of the public revenues, and Rs. 23,618 was met by fees. In the preceding year the fees amounted to Rs. 17,914, and the charge to Government was returned at Rs. 1,23,030.

The cost per head to Government was Rs. 326-8, as calculated on an average daily attendance of 264 students.

Three years after entering the College the students are eligible for admission to the University's first examination in medicine and surgery, and after passing this test, they are admitted two years later to the final examination for the license in medicine and surgery or for the M.B. degree.

Examinations in Medicine.—For the first M.B. examination, six candidates presented themselves, of whom one passed in the first class and three in the second. For the first L.M.S. examination on the 31st March last, there were 113 candidates, of whom 34 passed.

For the second or final M.B. examination there were two candidates, and one passed in the second class. For the second L.M.S. examination, there were 47 candidates, of whom 36 were successful.

The Junior Board of Examiners again recommended that the first examination in Arts should be substituted for the Entrance Examination, as the qualification for admission to the study of medicine in connection with the University. Their recommendation has been accepted by the syndicate, and will be sent up to the senate for sanction. The Lieutenant-Governor has signified his approval of the change, and it will no doubt be shortly embodied in the University regulations.

Vernacular Medical Classes.—The Bengali medical classes, which were removed from the Medical College in the course of last year and attached to the Pauper Hospital at Sealdah, have again received a considerable accession of pupils. On 31st March last the roll number of these classes shows an attendance of 506 students against 451 in the preceding year.

Their total cost has been Rs. 25,320, of which Rs. 16,900 was covered by fee receipts and Rs. 8,420 was defrayed from the public revenues. In the preceding year the fee receipts were Rs. 12,732 and the cost to Government was returned at Rs. 16,509.

Of the Bengali students, 77 passed their final examination during the year and have qualified themselves for the grades of vernacular licentiate and native apothecary. In the preceding year the corresponding number was 50.

The Superintendent of the school remarks "that the general conduct of the students has been satisfactory and orderly, and that they fully appreciate the advantages derived by their transfer to this school. The dissecting-room is spacious, airy, and will be well lighted as soon as the additional windows are completed. The lecture-rooms, as a temporary arrangement, afford fair accommodation."

In the Hindustani classes the attendance has fallen from 101 on 31st March 1873 to 72 at the same date in the present year. The Hindustani students are stipendiaries and pay no fees, but the small sum of Rs. 72 was realized from them in fines. The cost of the classes

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to Government was Rs. 31,672. Of these students 34 passed their final examination and have been declared qualified for employment as hospital assistants. In the preceding year the number that qualified was 29.

The new medical school at Patna was opened after the expiration of the year under report. It is hardly yet in working order, but it is intended that the Hindustani classes shall be transferred to it when the necessary arrangements have been completed.

On the transfer of the Bengali and military classes Dr. Chevers says:—

"As the Bengali class has been removed, and the military class will in all probability leave the college before they can fully engage in the work of the present session, I feel called upon to take the occasion of expressing the great satisfaction which I have for many years felt in the admirably steady and conscientious manner in which the teachers have performed the duty of giving instruction in two vernaculars (*i.e.*, in carrying through two entirely distinct and separate courses of lectures and examinations) to two classes whose aggregate number has year by year increased during the past 14 years from 275 to 937. I have always esteemed the senior members of the teacher staff as officers of the highest character, and as men of science second to none whom the profession of medicine has produced in India The senior teachers are all pupils of our own, whom we have been permitted to select most carefully with a full knowledge of their high personal character and remarkable attainments in the subjects which they teach. I should be wanting in duty if I failed earnestly to recommend the staff of teachers to the approval of Government, and to the esteem and confidence of the authorities with whom they are now associated."

Engineering.

ENGINEERING.—Civil engineering is taught in a special department of the Presidency College.

The following table shows the number of students on the rolls of this department on 31st March during the last four years:—

	1871.		1872.		1873.		1874.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.
Third year class	13	5	15	......	20	......	27	1
Second "	26	1	31	1	39	1	39	2
First "	56	2	66	3	73	2	133	25
Total	95	8	112	4	132	3	199	28

On the large increase of students the Principal remarks:—

"I stated in my last report that I expected a large influx of students on the opening of the new session in June. The admissions were, however, more numerous than I anticipated. On the 30th June last there were 155 regular students and three out-students on the roll of the first year class, and 32 students on the roll of the special class for candidates desirous of qualifying to pass the tests in engineering and surveying for the subordinate executive service. In August the register of these classes contained 160 regular students, 23 out-students, and 54 special students. In January the special class had decreased to 41, and their attendance ceased at the end of the month. The distinction between regular students and out-students is that the latter have not passed the University Entrance examination; and, as might be expected of candidates who have not passed the elementary test of a general examination, their progress has been extremely unsatisfactory. It is not desirable to shut out absolutely every candidate who has not passed the Entrance examination, but it will be necessary to limit the privilege to the very few who can give satisfactory reasons for not having passed this test. The regular staff of the department was insufficient for the large increase in the number of students, and two native lecturers were engaged to assist in teaching the junior classes."

The gross expenditure for the year was larger than for the previous year by Rs. 5,328, owing to the appointment of the two native assistants on Rs. 125 each per mensem, the addition of Rs. 100 a month to the salary of the professor of drawing, and the advance of the professors in the steps of their grades. The nett expenditure by the State was, however, less by Rs. 2,342 than in the previous year, owing to the large increase in the fee collections.

The Principal is of opinion that the monthly fee might be raised from Rs. 5 to Rs. 7 a month without inflicting hardship on any one.

Classified according to religion, the students consisted of 221 Hindus, two Muhammadans, and four Christians. The return of social position of pupils shows that four belonged to the upper, 222 to the middle, and one to the lower classes.

On the result of the annual examination in May, out of 75 students in the first year class, 39 were promoted to the second year class, 30 failed, and six were turned out of the examination for copying. Of the 39 second year students who came up for examination, 24 were promoted to the third year class, two were awarded overseer's certificates, one was turned out for copying, five withdrew from the examination, and seven failed.

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On the result of the examination of the second year students, the Forbes' scholarships were awarded to Bhutnath Chakravarti and Beni Krishna Basu. The 20 students forming the third year class went up to the University examination—four for the degree of B.C.E. and 16 for the license. Only one of the former and two of the latter were successful, the failures being mainly in engineering subjects. The three successful candidates have each received scholarships of Rs. 50 a month for two years, during the term of which they are attached to works in progress at the Presidency for the purpose of acquiring some practical knowledge of their profession.

During the session seven students left the senior classes to take up appointments as survey teachers in mofussil schools, and nine left to take up appointments in the Department of Public Works as overseers or surveyors.

Two of the licentiate scholarships not having been taken up on the result of the University examination, the disposable allowance of Rs. 100 a month was, under the orders of Government, appropriated in providing two scholarships of Rs. 25, and one of Rs. 20, and two of Rs. 15, for the best of the newly admitted students who were not already holders of scholarships. The scholarships of Rs. 25 and Rs. 20 were given to students who had passed the first examination in Arts, and those of Rs. 15 to students who had passed the Entrance examination, in both cases according to the order of merit of the applicants in the University examination lists.

All the classes went out as usual in the first week of November for three months' drill in practical surveying.

School of Art.

School of Art.—There has been again a large increase in the number of students at the School of Art, which has risen from 94 in March 1873 to 129 at the same date in 1874.

The attendance for the last five years has been as follows:—

	1870.	1871.	1872.	1873.	1874.
Number of students on 31st March	48	72	76	94	129

Of the 129 students on the rolls on the 31st March last, 122 were Hindus, two Muhammadans, four Christians, and one Budhist, and nearly all belonged to the middle classes, 119 being returned under that head; only one belonged to the higher classes and nine to the lower classes.

The principal, Mr. Locke, again complains of the difficulty he experiences in keeping students long enough in the school to educate them thoroughly as professional draughtsmen. The following figures show the length of time during which the 129 students on the roll on the 31st March had been under instruction:—

88 had been in the school for less than 1 year.
21 had been more than 1, but less than 2 years.
4 „ „ 2 „ „ 3
8 „ „ 3 „ „ 4
3 „ „ 4 „ „ 5
5 „ „ 5 years.

It is gratifying, however, to be able to report that the work produced during the last year has been decidely superior to the work of any former year.

His Excellency the Viceroy has again afforded much encouragement to the school, which is warmly acknowledged by the Principal. Mr. Locke writes:—"His Excellency has paid the school another visit; and to his expressions of satisfaction and the substantial encouragement of several most liberal commissions to the advanced students I attribute the largely increased number of our students and the degree of prosperity which the school enjoys in spite of disadvantages, which are very serious." One great drawback is the want of sufficient accommodation in the school building, besides which the staff of teachers is insufficient to provide proper instruction for the pupils.

Normal Schools.

NORMAL SCHOOLS.—There are now 41 Government normal schools for the training of schoolmasters, organized under the Resolution of the 31st July 1873, and there are besides 15 aided normal schools—11 for masters and four for mistresses—most of which are in connection with missionary bodies.

At the end of the year the Government schools contained 1,686 pupils, and the aided schools 664 pupils, of whom 95 are young women in training for mistresses. Of the Government schools, nine are first grade schools, which prepare teachers for vernacular schools of the middle class, as well as gurus for primary schools; the remainder are at present intended to supply gurus for village schools only, and for these the standard of instruction is very low. The reports of the year show that there is a general consensus of opinion in favor of raising this standard and otherwise improving the condition of the schools.

The returns fail to show the total number of teachership certificates granted during the year; but the certificates issued in some districts are noted in the reports, most of which contain valuable information and suggestions regarding the arrangements for normal schools as now in force.

SPECIAL INSTRUCTION. Normal Schools.

BURDWAN DIVISION.—The old normal schools at Hooghly, Burdwan, and Midnapore have been re-organized in accordance with the orders laid down in the July Resolution, and two new third class schools have been established at Beerbhoom and Bankoora. The number of teachership certificates granted during the year was 192, and most of those who gained them had obtained employment before the expiration of the year. The Inspector writes—"With reference to the course prescribed for normal schools, it seems to be the general opinion that the course of the guru class ought to be extended to the Rule of Three and Proportion according to the English style; whilst the readers ought to include the old and popular epics."

CALCUTTA.—There is a first grade Government normal school in Calcutta for pandits and gurus, and two aided normal schools for mistresses.

The Government normal school contains 72 pupils. This school, writes the Inspector, "has always been a first grade normal school for pandits. It received a terrible blow in the year under report by the order of Sir George Campbell, which diverted half of its stipend allowances to the maintenance of primary gurus belonging to the 24-Pergunnahs district." The pandit class in the school has made considerable progress in practical surveying.

PRESIDENCY DIVISION.—Outside Calcutta there are normal schools for gurus at Krishnaghur, Jessore, and Baraset; while one-half of the stipend allowance in the Calcutta normal school is devoted to the maintenance of primary gurus nominated by the Alipore district committee. It appears that the Jessore committee still adheres to the old and higher course laid down for the gurus trained for the improved Bhu Dev pathsalas, and the Inspector gives his opinion in favor of adopting this standard generally in all the normal schools for gurus.

"As regards the expenditure of normal school power on the E pathsala gurus, we have certainly not had time to form a final practical opinion regarding it. It is clear, however, that we have arrived at a final conclusion in the case of Jessore, and have got some grounds for expecting the same conclusion to result at Baraset. These normal schools have got money and teaching power for teaching a far higher standard, and I much wish that in all the standard could be raised at once at least to the old guru-training school standard of Babu Bhu Dev Mukhurji, *i.e.*, the standard now actually being taught in Jessore, viz., the standard for D pathsala gurus."

RAJSHAHYE DIVISION.—There is a normal school for gurus in each of the seven districts of the Rajshahye Division; they contained 314 pupils at the end of the year, of whom 158 were Hindus and 156 Muhammadans. In the course of the year 89 teachership certificates were granted to normal school pupils; and of these 59 are reported to have been placed in charge of schools. The Inspector, Babu Bhu Dev Mukhurji, discusses the position of the normal schools at some length:—

"I have been connected with the normal system of education in this country almost from its very commencement. The essential parts of that system were two: first, to make normal schools precede those institutions which were to get teachers from them; second, to invariably have a boarding establishment in connection with a normal school.

"Last year the system of normal schools received its fullest development at once. Every district was supplied with a normal school. But a large number of normal schools had been already started the year before. The normal schools set up last year did not therefore actually precede, but they followed the schools which are to take teachers from them. This will doubtless cause some difficulty in the end. The process under which qualified teachers are provided, before village schools are started, is a slow process, but it avoids many evils.

"In the first place, it prevents the wastage of supervision. Inspection can do little to improve schools when the teachers are almost as ignorant as those whom they profess to instruct; secondly, it does not require the normal schools themselves to be worked at too high a pressure; thirdly, it avoids the difficulty of having to oust those teachers whom we have once set up and subsidized. The last difficulty is practically so great that in the North-Western Provinces, where the halqas had preceded the normal schools, they had not been able to effect the desired change of teachers in half the number of their village schools in the space of more than 12 years. In Oudh they carefully avoided it by not setting up village-schools too fast and spending in the beginning a large part of the cess money in the normal schools, in order to get in hand the teachers who were to be in charge of the village schools.

"But whatever the difficulty may be, it will now have to be met; and there is one thing to be said, that although the normal schools in the present case have not preceded, they have yet very closely followed upon the primary schools lately started in Bengal.

"The question is, whether the normal schools should be worked fast with a view to overtake, so to say, the village schools, or proceed leisurely to prepare really competent teachers. In Pubna, the Deputy Inspector already complains that the normal school there, turning out as it does a batch of teachers every quarter of the year, is creating a supply far in excess of the demand. In Maldah, the Deputy Inspector says the people will not be satisfied with incompetent and incapable teachers. For my part, I believe that we should not try to work the normal schools too fast; the course should not in any case be less than that of one full year. Not only is work at high pressure in the normal school ineffective of its main purpose—the improvement of the teachers—but it is less economical in the long run. In the

North-Western Provinces more than half the teachers turned out from the normal schools did not (as I found in 1868) take or get into service as village teachers.

"With respect to the second point, which under the old scheme provided each normal school with a boarding establishment, I have to observe that such a provision is, in my opinion, absolutely necessary for the accommodation of the students, most, if not all, of whom come from the interior of the districts. It is also greatly conducive to their improvement and the conservation of their morals; in fact, it is a simple necessity. All the head-masters and some of the district committees asked for this provision to be made at the normal schools under them, and in some shape or other they are trying to keep up the boarding establishments where they had them before."

On this the Commissioner remarks:—"The Inspector's observations are well worthy of serious consideration. I quite approve of the year's course he suggests; and, considering that existing and prospective grants are not likely to admit of any great number of extra primary schools being established, there is no pressure for teachers, and we may as well have them thoroughly trained. With regard to the boarding establishments, the funds do not admit of their being kept up, but the subject is one that should be kept in view."

Cooch Behar Division.—No normal school has yet been established in the Cooch Behar division.

Dacca Division.—The normal schools at Dacca and Mymensingh are of old standing. They have been reorganized under the orders of July 1873, and new schools have been established at Fureedpore, Burrisal, and Sylhet, which began work about February 1874. They contain altogether 244 pupils, of which 190 are Hindus (including seven Chandals in Fureedpore), 53 are Muhammadans, and one is a Hajan of Mymensingh. The Inspector is not satisfied with the present arrangements for these schools. He writes:—"The schools are not yet all housed; in Fureedpore especially the want of a house is severely felt. The numbers at Dacca have fallen rapidly within the last two years; certainly not from any fault in the head-master, Babu Dina Nath Sen, but from the abolition of Sanskrit and the reduction of pandit's stipends. Mymensingh school (which has been reduced to the second grade) for the present is flourishing; but the order of Government that second grade normal schools shall reserve all their stipends for gurus, will destroy the usefulness and popularity of the school before long. It seems to me that the chief value of the normal school disappears with this restriction. In Backergunge and in Sylhet the pandits, as a rule, are very bad, and Dacca normal school pupils will not, unless natives of the district, go thither under Rs. 18 or Rs. 20 a month. Sometimes Rs. 25 is paid for a man who would get Rs. 15 at the same class of school in Dacca district. To set up a normal school and at the same time to restrict its stipends to gurus, seems to me to be throwing away a great opportunity. Provision, indeed, is made for a pandit course; but without stipends and without the prospect of getting them, I do not quite understand how classes can be expected to fill. In Dacca normal school nearly half the pupils have no stipends; but they all know that they are eligible for stipends after the yearly examinations, and that fact is a sufficient encouragement to them to continue. In the absence of any such incentive, the classes will be nearly nominal; and in that case the newly appointed head-masters are a body of men much above this work. They have been selected with great care and are highly paid; I consider them thrown away if they have to teach gurus the rudiments of spelling and arithmetic. A three year course is not required in all schools; in most the two year course laid down would satisfy every need; but without that, the scheme as it stands seems to be a deplorable waste of money and power. I partially except Fureedpore school, for in that district middle education is not vigorous, and pathsalas are mostly required; but even there the magistrate has decided that a one year course for pandits is necessary."

Chittagong Division.—There is a first grade normal school of old standing at Chittagong and two new schools have been opened for the other districts under the orders of July—one of the second grade at Comillah, and one of the third grade at Noakholly. Mr. Croft writes:—

"In Chittagong school, half the stipends are reserved for gurus, to the amount of Rs. 150 a month (I have described above the superior attainments of the Chittagong gurus); and when it is remembered that the guru course is confined to the four rules of arithmetic, and to reading and writing the vernacular, it might be conjectured that the normal school training would not teach them much. In fact, when the Magistrate directed the Deputy Inspector in March last to send in 10 gurus, "to be trained for six months in the class," the latter, up to the date of his report, had only been able to discover five, who might be called inefficient (putting aside old miajis and gurumahashays whom it was not designed to bring in), and these five came in not to learn anything, but to get the certificate. In Chittagong the middle schools will supply competent gurus in any quantity. On the other hand, there is an active and constant demand for trained pandits, and the normal school cannot now supply the vacancies that arise. The middle schools of Chittagong are the worst in the division, and the strength of the normal school should be chiefly directed to their improvement. The assignment has been raised from Rs. 2,124 to Rs. 6,840 per annum—a

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wasteful and useless expenditure if it is to be largely diverted from pandits, who need instruction, to gurus who do not.

"In Comillah school, being a school of the 2nd class, *all* the stipends are reserved for gurus, and another great opportunity is thrown away. The crying want of Comillah is good pandits; for a series of years it has suffered from bad ones, who encumber certain schools very injuriously. The new head-master of the normal school is a young man of ability and vigor; if all his business is to teach gurus the rudiments of Bengali and arithmetic, there will be a ludicrous waste of power."

PATNA DIVISION.—There is a first grade normal school at Patna; at Gya, Arrah, Chupra, and Mozuffeerpore there are second grade schools; and there is a third grade school at Durbhunga. The school sanctioned for Chumparun was not at work during the year, because the school-house was given up for the accommodation of officers on famine duty.

In the Patna school 42 pupils were in training as pandits, and the aggregate number of guru pupils in all the schools was 216. Of the whole number, 206 were Hindus and 62 Muhammadans.

Several guru-training classes were also opened temporarily by district officers at sub-divisional head-quarters. Of these, the Inspector writes:—"The normal schools which were started by the authorities at the sub-division of Sewan, in the district of Sarun, in Sasseram, in Shahabad, and in all the sub-divisions of Gya, were worthless. The pandits who were appointed to train teachers did not know themselves how to teach. The sub-divisional normal schools in the district of Gya have since been abolished by the district committee."

The Inspector urges that a first grade normal school is required for the large and important district of Tirhoot:—"Tirhoot has nearly four times as many middle schools as any other district; and in the absence of a department for training middle school teachers many of the middle schools in Tirhoot must suffer for want of competent teachers."

The Commissioner, Mr. Bayley, corroborates this view.

BHAGULPORE DIVISION.—There is a first grade normal school at Bhagulpore, and there are second grade schools at Monghyr and Purneah.

The Inspector reports that, under the orders of the district committee, the Bhagulpore school is not permitted to read the higher course prescribed for a first grade normal school, and that consequently the middle class schools of this division will be supplied with a class of teachers inferior to those trained in the Patna normal school. The Commissioner questions the propriety of the committee's order, and has called for a report on the subject from the Magistrate.

There were 88 guru pupils in training in these three schools, and 34 pandit pupils in the Bhagulpore school. In all, 122 teachers were in training; of whom 102 were Hindus, and 20 Muhammadans.

Besides the above, there are four aided normal schools in the Santhal Pergunnahs—three under the Church Missionary Society, and one under the Baptist Missionary Society—attended by 157 pupil-teachers, of whom 29 are girls. Of this number, 93 are Christians, 58 Santhals, three Hindus, two Muhammadans, and one a Paharia.

ORISSA DIVISION.—In Orissa there is a first grade normal school at Cuttack; and schools for training gurus only at Balasore and Pooree. There is also an aided normal school for Santhals at Santipore under the American Baptist Mission. The three Government schools contained 122 pupils at the end of the year, and the Mission school 50.

The Cuttack school has been established for some years, and is a very valuable institution; but the Joint-Inspector represents that its pupils are not sufficiently practised in actual teaching.

Of the Balasore and Pooree schools, the Joint-Inspector writes:—

"*Balasore and Pooree Normal Schools.*—These schools are specially established for the improvement of pathsala teachers. This object has been fairly attained. The Balasore committee write they 'consider the normal school an unqualified success.' Pathsalas visited by me both in the Pooree and Balasore districts, in charge of abadhans who had received four or five months' training in their respective district normal school, bore a striking contrast to the pathsalas in charge of men who had received no training.

"The period spent in these schools is at present rather short, but it has been sufficient to enable the abadhans to go through the course of instruction prescribed for pathsalas. No teacher is allowed to return to his school before giving satisfactory proof of his improved ability to conduct it. I was particularly pleased with my inspection of the Balasore normal school, but my visit to Pooree was at a time a new batch of abadhans had come in, and I could form no opinion of the working of the school."

The Inspector, Mr. Hopkins, writes:—"The Balasore and Pooree normal schools impressed me favorably. They are well attended and popular; the masters of the Balasore school are able men. Pooree is rather unfortunate in this respect."

SPECIAL INSTRUCTION. Normal Schools.

CHOTA NAGPORE DIVISION.—The Inspector reports that the normal school question is the most pressing one now under consideration in the province of Chota Nagpore, where, as he represents, "the schools of both the primary and middle class have been more injured by the want of proper teachers than by any other cause."

There are aided mission normal schools at Ranchee, but no Government normal school has yet been established there. Mr. Clarke writes:—"The mission head-quarter's schools (whether called normal schools or not) give a good supply of teachers of one class, viz., aborigines, who are nearly all Christians; but these Christian aborigines are not well-suited as teachers for Hindu schools. Besides these Christian aborigines as teachers, we have hitherto depended on imported Gya Hindi pandits and on the pupils of one or two of our model schools.

"Under the new normal scheme of Sir George Campbell, a second grade normal school was sanctioned at Hazareebagh, another second grade at Purulia, and a third grade normal school at Chybassa. All these schools are ordered to spend their whole energies in training primary gurus to teach the primary course only. This scheme has not been carried out as yet."

MUHAMMADAN EDUCATION.

MUHAMMADAN EDUCATION.—It was estimated at the time the last report was written that there might then be about 80,000 Muhammadans receiving instruction in schools connected with the Education Department, and the returns of the last year show that this estimate was not far from the truth, the number of Muhammadans on the rolls on the 31st March being 81,222 out of a total roll number of 400,721. Of these, 137 were in colleges for general education, including civil service classes; 314 were in Muhammadan madrasahs; 81 were receiving professional instruction in the departments of law, medicine, and engineering, and in the School of Art; 361 were in normal schools for the training of teachers; and 80,329 were in ordinary schools of different classes, of whom 97 were girls. These 80,329 Muhammadan pupils were distributed amongst the several divisions as shown in the list below, which also gives the number of Hindu pupils in the schools of the same districts:—

		Muhammadans.	Hindus.
Burdwan	Division	5,100	82,511
Calcutta	"	589	5,822
Presidency	"	16,928	55,627
Rajshahi	"	23,811	29,706
Cooch Behar	"	1,310	1,411
Dacca	"	13,207	35,094
Chittagong	"	8,535	11,064
Patna	"	4,622	33,883
Bhagulpore	"	4,233	17,302
Orissa	"	1,299	17,117
Chota Nagpore	"	695	11,731
Total		80,329	301,268

The vast majority of the Muhammadan pupils were in the lower vernacular or primary schools, in which they numbered 70,174, or 87 per cent. of the whole; 5,873 were in middle vernacular schools; 2,276 in middle English schools; and 1,909 in higher English schools; besides these 97 were girls in vernacular schools.

The Hindus numbered 224,459 in the lower vernacular or primary schools, or 74 per cent.; 36,333 in the middle vernacular schools; 18,947 in the middle English schools; 16,076 in the higher English schools; and 5,453 in girls' schools.

The number of Muhammadans in the middle and higher English schools together was 4,185 against 35,023 Hindus; thus only 5 per cent. of the Muhammadans at school were learning English against 11½ per cent. of the Hindus at school.

In the Burdwan Division the Inspector writes:—

"There are now 5,551 Muhammadan boys being taught against 2,126: the majority are educated at primary schools, but this does not indicate so much a disinclination of Muhammadans for higher class instruction, as a disinclination to send their children from home to be educated. The Muhammadan population of the Burdwan Division is about 1,000,000; there is therefore room for further improvement.

"I regret to say I cannot speak very highly of the maktabs about which we have heard so much. The masters are called munshi, ustad, or ukhúnd, according to the race or family in which they are entertained. He is generally very ignorant of everything; he can read Persian and Arabic with great unction; but unfortunately he cannot understand either the one or the other unless he is assisted by an Urdu key. Arithmetic and Bengali beneath his notice. I dare say things will improve, but at present the genuine maktab is about as useless an institution as can be imagined. I am glad to say that Muhammadan boys only frequent maktabs to learn Urdu, Persian, and Arabic. They go to other schools to study general subjects.

MUHAMMADAN EDUCATION.

"The special institutions for Muhammadan instruction, given in the margin, are supported by Government, but for some reason are not under the control of the Educational Department. I believe the only reason for this is, that not being on the books of the Department, the subordinate inspecting officers ignored them. They are each of them under the control of a local committee, but the proceedings of these committees are never scrutinized or reported. The Potashpur endowment is, I regret to say, reported to be misappropriated by the Mathawali Maulvi Ali Muhammad; the subject requires investigation. The endowment of the tomb of Anwarshahid is, I am glad to see, to be brought under the control of the District School Committee."

	Government endowment.	
	Rs. A. P.	
Potashpur Zillah, Midnapore ...	30 0 0	per mensem.
Sitapur Zillah, Hoogly ...	158 12 6	"
Anwarshahid's Tomb, Zillah Burdwan	112 8 0	"

Mr. Clarke reports that in the Presidency Division the three district committees take much the same view regarding Muhammadan education, and that he agrees with them :—

"The proportion of the Muhammadan population at school is small as compared with that of the Hindu population; but if the Hindu and Muhammadan populations are divided into social classes, the proportion of each corresponding class of Hindus and Muhammadans at a school does not differ so very greatly. The lowest class of all, chasas, fishermen, &c., are nearly all Muhammadans, and do not go to school at all. The upper and middle classes do go to some school very generally, but there are few Muhammadans in these classes. Of the lower classes, next just above the fishermen and chasas, both Hindus and Muhammadans go to school in no very dissimilar proportion.

"I believe the idea of special schools for Muhammadans wherein Urdu or Persian is to be the fundamental language has been quite abandoned, and it ought to be. The mother-tongue of the mass of the Bengali-Muhammadans is Bengali, and the Bengali pathsala is the school best adapted to such boys. The lowest class of Hindus are now (1874) frequently turning Muhammadans, and there is by no means the hard and fast line between Hindus and Muhammadans that our figured reports indicate. Most Muhammadans in south Jessore will pay deference to a Brahman."

The Rajshahye Division has a very large Muhammadan population, but the Inspector Babu Bhu Dev Mukhurji, remarks that Mussulman children do not yet come to school in proportion to their numbers, and that of those who have come to school the great majority are in the lowest stage of progress. The Babu writes :—

"Muhammadan children are in fact to be found mostly in the primary schools. That in time a more respectable number of Muhammadans will come up to the higher stages of progress is not to be doubted. But progress in education as regards a community depends almost entirely on circumstances other than those under the direct control of Government. The Mussalmans of Bengal, whatever the theory of their origin, consist almost entirely of agricultural laborers, poor and low in life. The difficulties in the way of their education rise not so much from their being sectaries as from their being poor agriculturists. In the North-Western Provinces a greater number of Mussalman boys attend public schools than (in proportion to the population) are to be found in Bengal. But religious prejudices or political indisposition have, in my humble belief, little to do primarily in keeping away Mussalman boys from the Bengal schools.

"The great efforts lately made to induce Muhammadan boys to come to schools have not, in my opinion, produced adequate results. The Urdu and Persian classes opened at all the zillah schools have only in some cases increased the attendance of Muhammadan children; in others they have almost entirely failed of their object. Some indirect effect has no doubt been produced, and the well-to-do members of the Muhammadan community have become more conscious that Government is strongly disposed to foster and promote their well-being. The great moral effect of such consciousness on their part is not to be undervalued. It will tend to increase their own self-respect and induce them to seek advancement by such courses as the Hindus have been following from almost the commencement of British rule in this country.

"I am not willing that, however inadequate the actual tangible results of the late efforts may yet appear to be, those efforts should be at all relaxed. Of all of them, however, I expect the best and largest results from the measure under which the school fees of Muhammadan children at the zillah schools are being paid from the Mohsin Fund. I think that still larger provision may be made for that purpose with the best effect, and that, if funds are not otherwise available, the great madrasah to be started at Boalia be made to do without some parts of its rich and (as seems to me) superfluous establishment.

"Madrasahs of the kind will, I believe, effect less actual good in the end than if their funds were devoted to found a pretty large number of small scholarships at our ordinary zillah and collegiate schools, with the proviso that as the funds come from a Muhammadan endowment, the scholarships are to be held by Mussalman boys only.

"I should say here that at the last vernacular scholarship examination the boy that stood highest in the division and carried off Babu Khettra Mohan Singh's prize of a gold medal, was a Mussalman lad of the Shazadpur school, in the Pubna district. I must guard, however,

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against the mistake that Muhammadan boys have come into the field only of late. On the contrary, in the districts of Dinagepore, Bogra, and Pubna, where respectable Muhammadans are to be found in fair numbers and speak a purer Bengali than many of the Hindus of the lower castes, Mussalman boys have always held a respectable position in the middle vernacular schools."

The Commissioner, Mr. Molony, remarks:—

"I quite agree with the Inspector that there is no religious or sectarian impediment to Muhammadan boys attending our primary and lower class schools, though I quite think that the appointment of Muhammadans as gurus where they can be had is very desirable."

Of the Cooch Behar Division the Babu writes:—

"The education of Muhammadans does not seem to be at all a difficulty in the district of Julpigori. What the case may be in Darjeeling is not known. But the conclusion may be safely arrived at, that there is not, in these districts, as there is perhaps nowhere in Bengal, any difficulty in the primary instruction of Mussalmans, apart from what attends the education of agricultural classes all over the world."

Mr. Croft reports to much the same effect for the Dacca Division:—

"In this part of Bengal 'the masses' are Muhammadans who compose the great bulk of the cultivating class. In the southern portions of Backergunge they form over 80 per cent. of the people. Hence, though the Muhammadan population is to the Hindu as 50 millions to 3¾ millions, it is not surprising (putting aside Muhammadan prejudice) that there should be only 2·8 Mussalman boys at school for every Muhammadan thousand, while of the Hindu thousand, 11·7 boys are at school. Our educational system hardly touches the Muhammadan masses, it is true; but it is not religious prejudice that keeps them out so much as the tradition of ages. Under favorable conditions they come in readily enough, and the number of boys in lower schools and pathsalas in Dacca Division has advanced in two years from about 500 (856 are returned in 1872 for the whole circle) to 13,261. In last year's report the number of Muhammadans in all schools was 11,278; it is now 16,000 nearly. The number of Muhammadan teachers has increased from 183 to 231, the increase being entirely in the guru class.

"How far we touch the middle and upper classes is unknown until we know what proportion of Muhammadans belong to these classes. The following table, comparing Hindu and Muhammadan pupils (1) as regards their social position, (2) as regards the schools they attend, may be instructive:—

Class of society.	Hindus.	Muhammadans.
Upper and middle	18,775	2,342
Lower	24,789	13,414
Higher (including Madrasah) and middle ...	19,140	2,488
Lower	23,990	13,261
Girls	434	7

"These figures show that amongst Hindus and Mussalmans alike very few of the lower classes go in for secondary instruction; and the middle schools are attended by boys of the middle class. Of middle class pupils there is one Muhammadan for eight Hindus. One of my Deputy Inspectors, who has also been an income-tax collector, thinks that well-to-do Muhammadans hardly bear that proportion to well-to-do Hindus. If so (I have no independent means of judging), it would seem, however contrary to our expectations, that Muhammadans of the middle class send their sons to school in much the same proportion as middle class Hindus do. The small numbers who have been brought in on the Mohsin Fund (there are only 419 in all the zillah schools and the madrasah) very slightly affect the result; they only bring the proportion of Muhammadans in higher schools up to that in middle schools.

"In Fureedpore and in Sylhet maktabs abound; in Fureedpore they are of a very low class. Only six are reported as under inspection, and in these no girls. But in an inspected maktab in Bickrampore I found two girls of ten years sitting with the boys; the girls had been learning for four or five years, and read Arabic with great fluency."

Regarding the grants for Muhammadans assigned to different districts out of the Mohsin Endowment Fund, Mr. Croft reports:—

"The attractions of the Mohsin Fund are very variously estimated. In Dacca 110 boys are reading in the madrasahs; in Mymensingh and in Sylhet about 50 boys have come in to each zillah school. But in Fureedpore they hang back; and in Burrisal the number of Mussalmans at the zillah school has actually fallen from 36 to 26."

In his report on the Chittagong Division Mr. Croft writes:—

"The Muhammadans form two-thirds of the total population; of the school-going population they form three-sevenths. In the Dacca Division the Muhammadans form only one-fourth of the pupils. Making due allowance for the smaller Muhammadan population in Dacca (59 instead of 67 per cent.), the fractions, when worked out, show a considerably stronger school-going impulse amongst the Muhammadans of Chittagong than amongst those of Dacca Division. Moreover I have not here taken into account the indigenous education of Chittagong and Tipperah districts, which is mainly Muhammadan. The superiority is due, I imagine, to two causes; first, that the tradition of education is much firmer, or, in other

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words, that the people are more enlightened than in those Sundarban regions which swell the Muhammadan population of the Dacca Division; and, secondly, that the Mussalmans of Chittagong are really higher in the social scale. The proportion of middle class Muhammadans at school to middle class Hindus is one to three; in Dacca one to eight. In this division it is clear that Mussalmans do not hold themselves aloof from our educational system; and the reports show that they come into the schools in continually increasing numbers. The pathsalas attract them mostly; half the pathsala pupils are Muhammadans; and it is a noteworthy fact that little short of one-third of all the pupils in the division are sons of Muhammadan cultivators.

"Yet the Muhammadans are altogether beaten by the Hindus in the educational race. Now and then we hear of a Mussalman boy winning a scholarship, but it is rarely. I cannot do better than quote the following passage (with slight alterations) from the report of the Deputy Inspector of Chittagong, which points out how heavily Muhammadans of the class that care for learning are weighted:—

"'At the age of four years and four months a Muhammadan boy first begins to learn his alphabet, being initiated by the Kaji or Miaji. The first book he begins is the *Ampárá*, the Arabic spelling-book, from which he immediately jumps to the Koran; the intention being that before entering on the regular course of study, he must utter the words of the Prophet, and consecrate himself. In this stage he continues two or three years. All this time he only learns reading; he reads the Koran without understanding a word of it. He then passes to his secular study, and takes his lessons from *Pandanámá* and *Khálekbási*, the two spelling-books in Persian. After this he reads *Baásti* and *Ghálasta*, the two books of fables corresponding to our Readers Nos. I., II., and III. These he reads with meanings, and goes on understanding as he reads. Two or more Persian books follow, and the boy is then considered to have passed his primary career. In this stage he is from three to four years: his age then comes to between 10 and 12 years. Up to this time he has learnt nothing of arithmetic; whereas a Hindu boy begins his arithmetic certainly in the third year of his study, which is generally the seventh of his age The Muhammadan boy—*i.e.*, when he is 12 years old—begins his arithmetic, geography, and history one after another. This is for sharp and intelligent boys, and for those who actually begin their study at four years and four months; but for many who begin later, they cannot begin their arithmetic before they are 15 or 20 years old; so that when a Muhammadan boy comes to school to learn Bengali or English, which is between the age of 7 (for he never comes before he has read his Koran) and 12, he comes perfectly ignorant of arithmetic, while the Hindu boy at that age knows his village arithmetic perfectly well. The chief subject in which they (Muhammadans) are plucked is arithmetic.'"

Dr. Fallon, in his report for the Patna Division, writes as follows:—

"Taking the number of boys of a school-going age at one-twelfth of the aggregate number of Muhammadans, 3·05 per cent. Muhammadans attended primary schools, ·56 per cent. middle vernacular schools, 15 per cent. middle English schools, ·25 per cent. higher English schools, and ·04 per cent. normal schools, giving a total of 4·05 per cent of Muhammadan boys of a school-going age who attended a school of some kind. The percentage of Muhammadans in this division was 11·5 according to the census.

"Of the aggregate percentage, ·02 per cent. belonged to the higher classes, ·81 per cent. to the middle, and 3·21 per cent. to the lower classes.

"There were three madrasahs in the district of Shahabad, one at Sasseram and two in the town of Arrah.

"The secretary of the district committee, Mr. Dé, writes—'The interests of Muhammadan education were temporarily affected by the steps taken by Government for encouraging Hindi as against Urdu, and by the remodelling of the normal school on a scale which involved the abolition of the Maulvi. The head-master reports that numbers of Muhammadans left the school, and there can be no doubt, I think, that the action of Government, as interpreted by the Muhammadan community, tended to alienate them further from Government education. In the case of the normal school, however, the Maulvi has been restored, and is engaged profitably in training Muhammadan primary teachers.' (Extract from Sarun district report.)

"There was one unaided middle school in Gya—the Behar Scientific Society's School—in which the course of study embraces Persian, Arabic, Sanskrit, Urdu, and English, with the elements of science taught through the medium of the vernacular. In this one school there were nearly as many Muhammadans as there were in 12 Government and aided middle schools, and one Government higher English school. This one fact is of more value than all the theorizing to be found in folios of reports. It sufficiently indicates the kind of instruction which must be offered to the Muhammdans if we intend that Muhammadans should be educated. Persian and Arabic is a *sine quâ non*: given these two, they have no objection to modern science if it is offered them through the medium of their vernacular."

On this the Commissioner, Mr. Bayley, remarks:—

"Dr. Fallon gives a not very promising account of education among the Muhammadans, but I quite agree in the remark that Government will get them to the Government schools just in proportion to the extent to which facilities are given for learning their own classical languages in addition to such modern learning as our schools offer."

Of the Bhagulpore Division, Dr Fallon reports:— MUHAMMADAN EDUCATION.

"Taking the number of boys of a school-going age at one-twelfth of the aggregate number of Muhammadans, 3·75 per cent. Muhammadans attended primary schools, 0·29 per cent. middle vernacular schools, 0·13 per cent. middle English schools, 0·18 per cent. higher English schools, and 0·02 per cent. normal schools, giving a total of 4·37 per cent. of boys of a school-going age who attended a school of some kind. The percentage of Muhammadans in this division was 17·0, according to the census.

"Of the aggregate percentage, 0·02 per cent. belonged to the higher classes, 0·68 per cent. to the middle, and 3·76 per cent. to the lower classes.

"There were two Khangah maktabs; one at Chak Khizr, in Begu Serai sub-division, and another at Maulagar (Surajgharrah), in the Sadr sub-division, Monghyr district. These maktabs did not furnish returns.

"In Monghyr district, of 44 pupils who appeared at the vernacular scholarship examination, 18 were Muhammadans."

For Orissa, the Joint Inspector, Mr. Ager, reports:—

"The Mussalman population of this division is not large, and the only schools in it for their special benefit are pathsalas, which have been established under the rules for indigenous education. The number established of these schools is 12 in the Balasore district, 29 in the Cuttack district, and eight in the Pooree district. The total number of Muhammadan pupils attending primary schools is 1,130, and the number at higher and middle class schools is 215."

Mr. Hopkins remarks on this:—

"I visited several of those institutions, and can only say of them that the Koran and Arabic is taught to infants, who cannot pronounce their mother-tongue, by masters who do not understand Arabic. Uriya reading and arithmetic are not taught."

Mr. Clarke, in his report on Chota Nagpore, remarks:—

"The Muhammadans form less than one-twelfth of the population of the province. They attend the existing schools nearly in due proportion as compared with the Hindus. I would deprecate anywhere in Bengal establishing separate sectarian schools for the Muhammadans, and therefore especially would I deprecate it in Chota Nagpore. The ordinary D or E pathsala teaches the education they want in the mother-tongue they understand. The Koran, Arabic law, and highflown Persian are accomplishments which should only be added after the Muhammadans have mastered reading and writing in the vulgar tongue, arithmetic, the elements of history, geography, and useful knowledge. When they have got well hold of these necessary elements (which will take the Muhammadans some time), it will be soon enough to add the accomplishments, and Government can then consider what proportion of the cost of accomplishments they will pay for."

MADRASAHS.—The two old Arabic madrasahs at Calcutta and Hooghly have again somewhat increased their numbers. The returns show an addition at the end of the year of 19 pupils in the Calcutta Madrasah and eight pupils in the Hooghly Madrasah. Madrasahs.

The new madrasah sanctioned for Dacca was opened just before the close of the year, when it had 110 pupils on its rolls.

The other new madrasahs at Rajshahye and Chittagong were opened later, after the expiration of the year under report.

Calcutta Madrasah.—There were 172 students in the Arabic Department on 31st March. The Arabic students are mainly drawn from the districts of Eastern Bengal, while those of the Anglo-Persian Department come chiefly from Calcutta and the neighbouring zillahs. All the students of the Arabic Department belonged to the middle classes, as also did nearly all the boys of the Anglo-Persian Department. In the latter, however, there were 35 boys belonging to the lower classes, and the number of these is said to be increasing. During 1872, when the study of English and Bengali was compulsory in the Arabic Department, the number of students dwindled down to 68; but the classes began to fill again immediately after the study of these languages was made optional. A few students continued to learn English and Bengali during a portion of 1873, but now there are none who learn either English or Bengali. The course of study in Arabic is still based upon the recommendations of the late madrasah committee, but the Officiating Principal having found it rather too limited for the whole session, some additions have been made, chiefly in literature. The annual examination was held in December, and the result was satisfactory.

The number of students in the Anglo-Persian school, which is attached to the madrasah proper as a separate department, increased during the year from 375 to 432. The condition of this department is most satisfactory.

Hooghly Madrasah.—The establishment of this madrasah has been revised since the expiration of the last official year. On the 31st March there were 32 students on the rolls, being an increase of eight over the number at the same date in 1873. Of these, 30 belonged to the middle and two to the lower classes of society. The amount collected in fees was Rs. 111 against Rs. 83 for the previous year, and the expenditure was Rs. 3,635 for salaries, and Rs. 960 for scholarships, or a total of Rs. 4,595 against Rs. 5,021 for the previous year.

MUHAMMADAN EDUCATION.

Madrasahs.

Twenty-three students competed at the examination for scholarships, and 16 were successful. The scholarships awarded were one of Rs. 10 in the first class, four of Rs. 8 in the second class, four of Rs. 6 in the fourth class, three of Rs. 5 in the fifth class, and four of Rs. 4 in the seventh class.

Dacca Madrasah.—The Dacca madrasah is at present rather a junior school than a college. Provision has been made in it for 30 boarders. There were several hundred applications for boarderships, and 17 boarders had been accepted at the end of the year, of whom five are free and the rest pay Rs. 1-8 a month each. A large number of the boys who have joined the madrasah are anxious to read in the collegiate school, having their fees paid by the Mohsin Fund, and the madrasah committee have decided to allow all to do so who are up to the standard of the fourth class. An English teacher has been appointed in the madrasah to prepare students for this standard. On the present state of things, the Inspector, Mr. Croft, remarks:—

"It is early to predict the form that the madrasah will finally take. At present about half the students are content with the Oriental course, the rest are eager to begin English at once. But the class contemplated by the late Lieutenant-Governor—a class who would pursue their Arabic studies in the madrasah and go over to the college for English and physical science—has not yet been found to exist. Those who now wish to learn English do so only for the tangible advantages therefrom resulting, and if they join the college, they join it altogether, even up to Arabic, so as to qualify themselves for the University Examinations. The madrasah is now attended by many students who are too old to learn English. But as time goes on the students will enter at an earlier age, and a much larger proportion may be expected to join the college. The Mohsin Fund will then be mainly utilized in enabling Mussalmans to learn English and not Arabic, and the madrasah will become a boarding-house for Muhammadan students. I am not sure that this was the intention either of Muhammad Mohsin or of Government, but I cannot regard the result as undesirable."

FEMALE EDUCATION.

FEMALE EDUCATION.—The returns show a small increase in the number of girls' schools receiving assistance from the State. At the close of the year 1872-73 the number of schools enjoying grants was 233, with an attendance of 7,025 pupils. The corresponding numbers at the close of 1873-74 were 251 schools and 7,586 pupils, giving an increase of 18 schools and 561 pupils. At the same time, the State expenditure on girls' schools has fallen from Rs. 63,667 to Rs. 62,991, while the total outlay has increased from Rs. 1,64,659 to Rs. 1,66,409.

Besides the pupils in girls' schools, the returns show 4,616 girls attending schools for boys; of these 125 were in Middle English Schools, 174 in Middle Vernacular Schools, and 4,317 in Lower Vernacular Schools and pathsalas; of these latter, 2,069 were attending the new primary pathsalas.

There were thus on the whole 12,202 girls under school instruction at the end of the year.

There is nothing very encouraging to be gleaned from the Inspectors' reports under this head.

Of the Burdwan Division, Mr. Hopkins writes:—

"In my report last year, I remarked that there were 46 girls' schools in the Burdwan Division, at which 1,286 girls were instructed. This year shows there are 106 schools and classes, and the number of girls instructed is 2,839; but of these, 1,077 are pupils in boys' schools. Whether progress has been made or not, it is certain that the district school committees are giving considerable attention to the subject. Some of the schools are really what they profess to be, but others are the most transparent shams. An instance of this I found in the Golsi school near Burdwan. I had heard the school spoken of in high terms by several persons, but in the very highest by the Deputy Inspector, Babu Paranand Mukhurji; and in visiting it I expected to find a fair school, but to my confusion I found a school of 22 infants of five or six years of age, where the pupils are not only taught gratis, but also supplied with books and slates gratis. A pandit, paid Rs. 22 per mensem, conducted the studies in school; and a mistress, paid Rs. 15 per mensem, who never entered the school, was said to teach the children at her house. The school has been established some time; none of the children can read or write. This is only one instance of girls' schools in the mofussil about which there is much talk, but really nothing is done. The girls frequenting the schools in the neighbourhood of Serampore and Uttarpara are well taught, but how much of their knowledge they acquire at school, and how much at home, I should be sorry to estimate; but as far as I can gather, home instruction is much more fruitful and efficient than that obtainable in schools. The Katwa girls' school is highly spoken of, and three or four of the girls in the Kachiakol school read the vernacular scholarship course.

"The chief authority on the subject of female education in the Burdwan division is the Hitakari Sabha, the 11th report of which body is now before me, in which the inaction of the district school committee in not granting special scholarships for girls' schools is made a subject of comment, as well as some of my own comments in last year's report. Some of the working members of the society are on the district school committee of Hooghly, and it is for them to propose in the form of a resolution in committee the action which they wish taken. At present I am not at all sure that amongst parents an earnest desire for female education exists in Bengal; if there be this desire, there are no mistresses. Pupils in

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crowds, attracted by novelty, would not be wanting if female teachers were forthcoming, but I question much whether the schools would survive thier novelty. The best place for girls to be educated, or more properly those girls we are invited to assist in educating, is at home.

"I may here remark that there is nothing in the rules sanctioned by Government to prevent girls competing in the primary or vernacular scholarship examinations."

In his report on the Presidency division Mr. Clarke remarks:—

"On this topic the three district committees agree—and I agree with them myself—we are advancing very little and are not likely to advance more. In this country when Government once recognizes caste, it delays the date of the ultimate breaking down of caste; and when Government, by granting large money grants to Zenana Missions, once recognizes that it is the right plan to keep women locked up and to have secret schools for them, the date of the emancipation of women is put off by such authoritative recognition of the existing system. Moreover, owing to their expensiveness, Zenana Missions can never be much extended; they will always be insignificant in their operations in comparison with the work to be done.

"The girls' schools are nearly all for infants, and are principally popular as affording feather-bed posts for pandits, members or friends of the families promoting such schools.

"There are only two systems of female education which, in my opinion, deserve encouragement. The first is that of girls (infants) in boys' schools, by which we really are educating a considerable number of infants at small cost; the second is that of schools for big girls (over twelve years old) under Brahmo influence *open to inspection.* These unfortunately are the very schools that Government at present hardly supports at all."

Of Calcutta he writes:—

"There are Zenana Mission schools for girls under 12, and schools attended by some girls above 12 and open to inspection. The Zenana Missions get large grants, one drawing Rs. 750 a month. As their work is not open to inspection, no report of it can be submitted.

"The Bethune Girls' School, though included in this report, is not in any way under the Presidency Circle Inspector. I may hazard, however, the remark that the excellent buildings and large endowment should now be expected to give a large result. For Rs. 50 a month Government money and no buildings, a girls' school (of children under 12) may be kept having as high a standard in Bengali education as the present Bethune School.

"The schools open to inspection of girls above 12 seem to me the girls' schools most deserving Government support. I consider that in this country so much stress is laid on Government recognition that it is very questionable whether Government should subscribe to a system which admits that it is necessary to keep women locked up and to teach them (if at all) in secret. Such a system (as a means merely of leading to something better) may be a wise experiment for missions to support, and for private individuals to subscribe to; it is, in my opinion, doubtful whether such means should be stooped to at all; but I consider that the sanction of such means by Government must, in this country, do far more general harm than the little local gain.

"When the Bethune School was founded, it was next to impossible to get girls (even below 12) to school at all; and the employment of large funds and of the main Government expenditure on this was right enough; but there is now little difficulty in getting girls below 12 to school; and our main resources should be spent on the higher object of getting girls over 12 to school."

The following is an extract from the report of the committee of the Bethune School of which the Hon'ble J. B. Phear is President:—

"The number of children upon the roll of the school at the present time is 72, but during the year it has been as high as 81. The committee attributes the diminution in a great degree to the operation of the new rules, which makes the payment of an entrance fee of Rs. 2, and a monthly schooling fee of Rs. 2, compulsory in all cases, unless the committee, for special reasons, otherwise orders. Although the native gentlemen of Calcutta have come to desire that the girls of their families should be instructed, they naturally prefer getting the instruction which they think sufficient for them, if they can so get it, gratuitously or on the payment of a small sum, instead of paying so substantial a fee as Rs. 2 per month. And there are many schools in the neighbourhood of this place, maintained by missionary or private enterprise, where a girl will be received and taught for as little as 4 annas a month or even for nothing. The fact that the Bible necessarily has a prominent place in the course of a missionary school is not much regarded even by orthodox Hindus in the case of young children. Notwithstanding these considerations, the committee has reason to think that the education afforded by the Bethune School is especially valued in the families of the upper classes of society in this city, and that the numbers of the school will soon be increased."

Babu Bhu Dev Mukhurji reports for the Rajshahi Division:—

"The number of girls' schools and of girls attending them in the Rajshahi Division is, respectively, 45 and 658. Besides these there are 521 girls who attend the boy pathsalas in the several districts. Female education therefore stands very much where it did. There is no doubt, however, that it is making some progress, though slow, with the advance of male education. In respectable households, where any knowledge of English has at all entered, the girls are usually taught to spell and to scrawl a little; and where fathers and brothers or

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husbands happen to be men capable of speaking and writing English, the education of daughters, sisters, and wives makes respectable progress; the number of newspaper-reading ladies is steadily, although but very slowly, on the increase.

"The Chandra Nath Female Normal School at Boalia holds at present three or four students who can well take charge of girls' schools or of zenana teaching. As yet no opportunities have offered of employing them.

"Provision was first made in 1864-65 for teaching girls in pathsalas along with the boys that attend there. The system was recommended by me as likely to prove effective, and as far more economical than aided schools for girls. I am afraid, however, that at present, with our inspectorial arrangements totally disorganized, not much is being done to keep up the system. The number of girls attending boy pathsalas was in the year under report 251 only."

In the Cooch Behar Division—

"The number of girls' schools in the two districts is seven, and their aggregate roll-number 78. There are, besides the above, 48 girls attending the boy-pathsalas."

Regarding female education in the Dacca Division, Mr. Croft reports:—

"Small as the numbers are, a considerable advance is recorded. There was 966 girls at school, against 394 in the previous year; of these, 526 were in 30 girls' schools; the remainder reading with the boys. In the new applications for aid, I have generally tried, where there was a boys' school in the same village, to unite the two, and often with success. In some cases prejudice was too inveterate to submit to a rough assault of this kind, and a concession has been advisable. But the number of girls that read with the boys is a sufficient proof that obstructiveness merely, and no more respectable motive, enforces the objection.

"There is one adult female school in Dacca town; it educates six wives of advanced Brahmists, and (with its attached infant-school) costs Rs. 600 yearly. In its present form I consider it a costly and not very successful experiment. They are taught English by a native Christian woman and Bengali by a pandit. I do not look upon their English education as of much value; and the pandit is an obstacle to the success of the school. Respectable people, I am assured, do not mind the occasional visit of an inspecting officer; but they do object to their wives sitting continually with a strange man. The difficulty is to get a female teacher who knows Bengali well. Unless this can be done, I look upon the school as a bold experiment, finding some doubtful favor with a small sect whose principles lead them to applaud venturous enterprises, but regarded with simple indifference by the mass of those whom we wish to influence.

"There are three zenana education associations in this division—at Dacca, at Burrisal, and at Mymensingh. All these have now come up for a grant of Rs. 100 or Rs. 150 yearly, against an equal local contribution. They take for granted a certain amount of home-teaching in the houses of educated persons, and their object is to encourage and develope that teaching by holding yearly examinations and awarding prizes and scholarships upon the result. The committee set the questions and the candidates answer them in their own houses under the eye of a responsible guardian approved by the association. All these associations are now supported, and have been for some years, by the leading educational and professional men of the places. The weak point of course is the privacy of the examination, and people in consequence call it a hole-and-corner proceeding. But if the character of the promoters is duly looked to, and if reasonable precautions are taken to keep the examination pure, I think that this is about the most useful way in which we can spend money on the education of grown women. If we could bring them out of their holes and corners, so much the better, but I see little prospect of it. An association of this kind is in one respect better than a school, in that its influence extends over a whole district. As I have lately defended the scheme in a long letter to Government, I need say nothing further now."

Of the Chittagong Division, Mr. Croft writes:—

"There is one aided girls' school (in Noakholly) with 13 pupils, and three unaided with 36 pupils; one of the latter (in Chittagong) has now received a grant. There are also about 100 girls reading with the boys in pathsalas and other schools. School education for girls finds little favor therefore, but of the two alternative methods, that of mixed schools has decidedly the advantage. In the absence of any general desire for female education, girls' schools must be costly and unproductive. The education given in them is, at the best, woefully incomplete, since the girls leave just when they might have a chance of learning something. It would be a cheaper course to give a money-reward (so constantly advocated by Mr. Clarke) for every girl in a boys' school that came up to a certain moderate standard; and the girls would reach that standard in a shorter time, owing to the superior discipline of the boys' schools. On the question of social prejudice, the Deputy Inspector of Chittagong's figures will help us. He finds that of the 1,480 indigenous schools 345 are mixed schools, and over 1,000 girls are educated therein.

"I agree with the Deputy Inspector of Tipperah in advocating moderate support to zenana education agencies. They exist and flourish in Dacca, in Burrisal, and in Mymensingh, and have been recommended for grants of Rs. 100 or Rs. 150 a year each. (Dacca has just got its grant.) The principle in all is the same; a certain amount of home teaching by

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persons of education is assumed to exist, and papers are set by the managing committee of the association in subjects which have been previously notified. These subjects include standard Bengali literature, history, geography, and arithmetic. The candidates answer the papers in their own homes under the eye of a responsible guardian. Scholarships and other prizes are awarded upon the result of the examination. If the committee are persons of position and character (as they have conspicuously been in all cases within my experience), and if reasonable precautions are taken to secure a real examination, I am very willing to utilize such an agency. It is quite clear that the existing official machinery is inapplicable to the education of grown women, and it is worth while to use such machinery as exists, even though it may not be the best. To my mind it is of little importance how high the education goes; it is of enormous benefit to young children to be nurtured by mothers who have imbibed, in any degree whatever, an intellectual atmosphere.

"In Tipperah district, 38 zenana candidates sent in their names for examination last year."

In the Patna Division, Dr. Fallon notes :—

"The only girls' schools in the division were St. Joseph's Convent at Bankipur, attended by 174 pupils, Bankipur Aided School for Bengali girls, attended by 14 pupils, and a Mission school at Chuprah with 18 Hindustani pupils. There is also a native girls' school at Bettiah, of which the district report of Chumparun has omitted to make any mention.

"On this subject, I will quote from my report of Shahabad district :—

"'There are no female schools and no private teaching of girls in families in this district. In large villages, however, among the Kaiths, girls are usually taught Kaithi-Hindi by the elder sisters or some near female relation. No arithmetic is taught. Sometimes an elderly widow may be found reading the Ramayan as a holy work, without understanding the meaning of the words. The natives have a superstitious fear that women who learn to read and write soon become widows. They have a saying that it is an ill omen for three persons in one house to use pen and ink at the same time (the father and son counting as two). Muhammadan women commit to memory texts from the Koran, without understanding them, as a work of religious merit. The art of writing is unknown among them.'

"In Tirhoot alone an attempt to get up native girls' schools was made by the Deputy Inspector, Maulvi Abdul Rahim. Four girls' schools were opened by the Deputy Inspector at Mozufferpur, Hajipur, Bodhanpara, and Manikpur, respectively. The first two schools were supported out of the reward fund, since disallowed, and the last two from the pathsala assignment."

Of the Bhagulpur Division, he writes :—

"The only girls' schools in the division were one aided school in the Sonthal Pergunnahs, under the Church Missionary Society, attended by 24 native Christian girls; six girls' schools in Purneah, said to be attended by 90 Muhammadan girls; one aided Bengali girls' school at Bhagulpur, attended by 14 girls; and one girls' school at Bhagulpur, under Christian missionaries, attended by 70 pupils. The last named school is really a good school. A full account of this school was given in the Inspector's annual report for 1872-73."

Of Orissa, Mr. Ager reports :—

"No actual way has been made in this department during the past year, nor will much progress be effected in female education in Orissa, until more of the religious and social prejudices are rubbed off from the male population. The Uriyas are very shy of sending their girls to public schools, and take them away at a very early age to marry them. There are, however, a few most useful schools in this division, viz., the Mission schools at Cuttack, Pipli, and Jellasore.

"Besides the attendance at the girls' schools entered in the returns, the Deputy Inspectors report classes of girls reading in the pathsalas. In the Pooree district seven girls only attend pathsalas; in Cuttack 39 girls attend pathsalas. There is besides a girls' school conducted by the nuns of St. Joseph's Convent, with an attendance of 50 girls. The Balasore Deputy Inspector reports a school at Sunhat for girls, but does not give the attendance. All these may be regarded as flickerings of light, which, when generations shall have passed away, may blaze forth into the full day of Uriya female enlightenment."

In the Chota Nagpore Division the missionaries have had some success in the education of girls belonging to the non-Aryan tribes Mr. Clarke writes :—

"There are in the province two or three schools for Hindu girls below 12 years of age, promoted by sojourners.

"The only real commencement of female education in the province is due to the missions, who get up the Christian girls to their schools. The girls in the Anglican Mission School are educated up to Rule-of-Three. In all the Mission schools they learn something of civilized life, and Colonel Dalton, in his 'Ethnology of Bengal,' remarks on the propriety of their demeanour and subsequent conduct as compared with that of their un-Christianized sisters.

"It should be remarked that, though the Chyebassa district committee has been as successful as the missionaries in establishing pathsalas among the aboriginal tribes, they have entirely failed in getting any of the girls to their 'unsectarian schools.'"

GRANT-IN-AID RULES.

GRANT-IN-AID RULES.—A special report has been called for by the Government of India on the working of the grant-in-aid rules as recently revised, for which information is being collected from the various local authorities, meanwhile some extracts bearing on the subject may here be quoted from the reports of the last year.

Mr. Hopkins in his report for the Burdwan district writes :—

"The new rules differ from the old in many respects. Under the former, applications for grants were made to the Inspector; it is now optional with the managers to make them to the Inspector or to the Secretary of the Local Committee. If they are made to the Inspector, he at once makes his comments on the applications and forwards them to the committee, or calls for further information, on the receipt of which he adopts the same course. The committee then makes its recommendation and returns the applications to the Inspector for submission to the Commissioner, who passes them on to the Director. This procedure is rather cumbersome, and is still more so when the applications are made to the Secretary and considered by the committee in the first instance. The rules direct the consideration of all applications for renewal before the beginning of each year, so as to be included in the grant-in-aid budget. The grant-in-aid budget is due for submission on the 15th of January; renewals ought therefore to be considered before the 15th of January. The end of the year is practically the 15th of January, if the rules mean anything.

"Paragraphs 5 and 6 of the rules are not particularly definite, whilst paragraph 7, which makes fees in all grant-in-aid schools compulsory, does not allow the Inspector, who is the only officer who has really any voice in the matter, any authority to exempt any pupil from payment of fees."

There are many complaints that the grant-in-aid allotments for this division are insufficient.

Mr. Clarke, writing of the Presidency Division, remarks :—

"The three district committees are agreed that the present way of obtaining sanction to grants-in-aid is unnecessarily cumbrous; I agree with them. The submission of an annual budget by each district committee may be convenient as a general overhauling of liabilities and means, but its requiring sanction or gazetting is quite unmeaning and causes much labor to no purpose."

Babu Bhu Dev Mukhurji, in his report for the Rajshahye Division, writes as follows :—

"The district reports have, I fancy, departed in some measure from the intention of the above heading in the Director's circular. They have discussed the advantages and disadvantages of the grant-in-aid system in general, and not confined themselves to reporting upon the actual results of the rules under that system which have come into force."

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"I shall not waste time in going over matters which, I think, I have more than once discussed at length in my reports of past years. Sufficient to say that some small abuses still linger here and there; that the greater abuses, which never existed to the extent cried out, have entirely disappeared; and that the noble principle of the system has been understood by the better informed classes of the native community, and has taken root in the country.

"I pass on to the actual working of the present rules. I beg humbly to observe (1) that the present procedure is most uselessly cumbrous and dilatory; (2) that some of the rules are not acted upon, simply because if acted upon they would lead to no useful practical results; (3) that the grant-in-aid accounts are not as well checked now as they used to be.

"As remedies to those evils I would suggest, first, that only the renewal of grants be made on the present procedure under which applications pass and repass between the Deputy Inspector, the Committee, the Inspector, and the Commissioner before they come to the Director; but that all fresh grants be made in the way they used to be made before the new rulings. I would suggest, secondly, that no grant-in-aid bills pass without pre-audit by the Inspector. The effect of the above changes will be a more smooth and healthier working of the system, and a real check over the accounts."

The change here recommended in the passing of the accounts of aided schools has been sanctioned by Government since the expiration of the year under report.

Mr. Croft reports, in writing of the Dacca Division :—

"By one district officer the rules are thought to involve 'needless circumlocution and delay'; and he is of opinion that the district committee should have authority to allot grants without reference to any one else. I cannot fall in with his views. I have found the district committees of very great service to me personally; and I believe that Government is working much less in the dark when a grant is recommended by a district committee and a magistrate with complete local experience. It is also true that an application for a grant is not disposed of as speedily as it would be if the district committee were the sole authority, or as it was when the Inspector was the sole medium; but I cannot doubt that the intervention of the Inspector tends to the economical working of schools. I have found that, as a rule, district committees pass, without criticism, a disproportionate amount for collateral expenditure,

School managers often put these items at an exorbitant figure, because they are not bound to spend the money (as they are the teacher's pay), and the fictitious outlay entitles them to apply for a higher grant. It is an important part of the Inspector's work to look after these obscure charges, and the amount I have so cut down in the new applications would provide for, I dare not say how many schools. In this respect the vigilance of the district committees cannot yet be completely trusted. GRANT-IN-AID RULES.

"On the point of delay, it must be remembered that this has been the first occasion of giving grants under the rules. A very large number of applications has been received, and at various times; the procedure is new and involves many references, and it could not be expected that the district committees would deal with all punctually, or see that all were forwarded in proper form. When there has been unusual delay, it has arisen not from the rules, but from the neglect of them. If the joint action of the Inspector and the committee is to continue, the modifications that I have to suggest are so slight that they may be thought hardly worth making They are these:—first, that applications from schools should be forwarded, not through the district committee, but in all cases through the Deputy Inspector to the Inspector, who should return them with his opinion to the district committee. The other practice has been the cause of much delay. Secondly, that after the grant has been once given, much needless reference to the district committee might be avoided. It now rests with that body to say whether a school may alter its establishment by a single rupee, or whether so-and-so may be accepted as secretary, or as member of the committee. All these things are matters of mere routine, and should be left to the Inspector, whose business it is to overhaul school accounts, and to whom, at any rate, the district committee will have to forward the necessary information, or the bills will not get passed."

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"Leaving now the question of machinery, I turn to a much more important matter—the grant-in-aid finances. By the orders of 24th July 1873, the total allotment to the five districts in this division was raised from Rs. 43,000 to Rs. 63,000. The bounty of Government has been thoroughly appreciated. Remote villages have started into new life, formed committees, raised subscriptions, and sent in applications for aid. For many years past grants-in-aid had been altogether stopped for want of funds. Since the new rules, the principal work of the district committee has been considering applications and assigning money. In Dacca district 39 new grants have been sanctioned; in Fureedpore 19; in Backergunge 8; in Mymensingh 14; in Sylhet 8. The aided schools in fact have been increased by nearly one-half (the returns, it must be understood, give no indication of the vigorous development of aided schools during the year, since Government sanction was not given to the grants until after 31st March 1874). The chief push has been made in middle education. Dacca divides its attentions equally between English and vernacular; Mymensingh, hitherto most advanced in English, now fosters vernacular schools; Fureedpore does the same (its English schools are numerous but indifferent); Sylhet advances cautiously on both lines. Backergunge has, wisely in my opinion, laid out its funds mainly in improving existing schools, and has given few new grants. Of new girls' schools, Dacca has aided three and Burrisal two.

"The money has been administered with great care; and the orders of Government, that grants should generally be reduced on renewal, have been duly attended to. In the most advanced district, Dacca, out of 39 old grants, 21 have been reduced, nine stand as they were, and only nine have been increased. In Mymensingh five have been increased, while 20 are either stationary or reduced. Backergunge, as I before said, has spent its money chiefly in improving existing schools; out of 21 renewed, it has increased the grants of 10 and reduced only two. And everywhere the bulk of the reductions has been confined to collateral expenditure.

"Dacca district has now allotted every rupee of its grant-in-aid funds, has had to reject numerous applicants already, and has no certainty of being able to aid a single new school for years to come. I wish to draw particular attention to the following figures, which show in round numbers the grant-in-aid assignment to each district, and the amount allotted by each:—

District.	Allotment.	Amount placed out
	Rs.	Rs.
Dacca	20,000	all
Fureedpore	10,600	9,000
Backergunge	11,400	9,800
Mymensingh	13,000	10,000
Sylhet	8,000	4,500

Fureedpore and Backergunge have fair margins with which to aid fresh applicants. These they may rightly keep; for Fureedpore is a poor district, and Backergunge has hardly yet begun to aid new schools. On the other hand, Mymensingh is not poor, and it has already aided the greater portion of those that may be expected to apply. Sylhet is very poor; but aided schools will not spread there with great rapidity. Out of the Rs. 6,000 or Rs. 7,000 which these two districts have to spare, I would press upon Government the necessity of helping Dacca with Rs. 2,000 or Rs. 3,000. The district committee is in the

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sorest straits for money to help deserving schools, and it should not be forgotten that while the new schedule of allotments (appendix to the rules) presented Mymensingh and Sylhet with Rs. 4,000 and Rs. 5,000, respectively, over and above their actual expenditure, not one pice more is now allotted to Dacca than it had to spend in 1872.

On this the Commissioner notes:—

"The system of allotment of graint-in-aid money, in my opinion, needs considerable modification. The so-called encouragement of learning in backward districts is carried too far when it is made the ground of equal allotment of money on this account to Dacca and Sylhet. The Inspector shows by figures how unevenly this arrangement works in the two districts, and makes out a strong case for doubting its operating in the direction desired by its projectors even"

A re-distribution of the allotments is also recommended by Mr. Croft for the districts of the Chittagong Division:—

"By the new rules the total grant-in-aid allotment to the division was raised from Rs. 8,500 to Rs 15,500: for the last few years no new grants had been given. The liberality of Government has met with a ready response, most notable in those districts in which middle education (which chiefly depends upon the energy and enterprise of the people) has hitherto languished. In Chittagong eight new schools, English and vernacular, have come into existence and received aid, raising the number by one-half In Noakholly we find four new vernacular schools. In Tipperah one middle English; three other applications have, however, come before me since I began this report. The grant-in-aid system had been more fully developed in Tipperah than in Chittagong, and there was less room for expansion.

"The following table compares the old allotment, the new allotment, and the amount of grants sanctioned by the district committees:—

District	Old allotment.	New allotment.	District Budget.
	Rs.	Rs.	Rs.
Chittagong	2,808	5,000	4,956
Noakholly	2,115	3,000	3,057
Comillah	3,636	7,000	4,376

"Chittagong and Noakholly have placed out all their money, the latter has even exceeded its assignment (the excess will be recovered from savings), and, notwithstanding the strictest economy, has been compelled to refuse aid to applicant schools. Tipperah, on the other hand, has a margin of Rs. 2,500. The district assignments were originally made experimentally, and to a certain extent in the dark. I am of opinion that a re-distribution within the limits of each Commissioner's division might now be considered. If such a revision were made out of the surpuls at the disposal of Tipperah, Rs. 500 might be transferred to Noakholly, and at least Rs. 500 to Chittagong."

In Behar the allotments are far in excess of the demands made upon them, notwithstanding the exceptional liberality of the terms on which grants are offered to schools in this province.

Of the Patna Division, the Inspector writes:—

"In the district of Chumparun no application was made during the year for a grant-in-aid, and there was no aided school in this district. Chumparun is by far the most backward of backward districts. I should recommend for this district twice the maximum grant which is allowed to backward districts under the rules. Even then the chances are that there would still be too few applications for grants. The experiment may be tried with perfect safety. Whenever the applications for grants might be in excess of the allotment for the district, the maximum could be lowered.

"The fact that none of the districts had been able to spend their grant-in-aid allotments, clearly shows that the maximum fixed for the backward districts of Behar is still insufficient for its purpose. Tirhoot district had expended only Rs. 4,368 out of an allotment of Rs. 14,000; Patna district had spent only Rs. 2,880 out of Rs. 8,000; Shahabad district had spent Rs. 2,460 out of Rs. 7,000; Gya district had spent only Rs. 888 out of Rs. 7,000; and Sarun and Chumparun had spent nothing at all out of their respective allotments of Rs. 7,000 and Rs. 4,000."

The Commissioner remarks on this:—

"I commend the remarks on the working of the grant in-aid system in these districts and shall be glad if the Director of Public Instruction can recommend any further concessions in this direction."

I am not, however, satisfied that further concessions can be made with justice to the claims of the more open-handed inhabitants of other districts. The principle of the grant-in-aid rules is that those shall be helped who are willing to help themselves.

In the Bhagulpore Division, the state of things is much the same as in the Patna Division, except in the Santhal Pergunnahs, where the allotment is mainly taken up by the missionary bodies at work amongst the Santhal population.

The Inspector reports :—

"In the Bhagulpore district three applications were made at the close of the year for grants-in-aid for Banka middle class English school, Bhagulpore lower class vernacular school, and Bhagulpore girls' school, respectively, and the sanction of the Director was obtained after the close of the year under report. In the Purneah district there was only one aided school since 1864, but during the year under report three more middle class English schools were opened, and an application for one more aided school was made after the close of the year. In the Santhal Pergunnahs nearly the whole amount of the grant allotted to this district was absorbed by two aided higher class schools, three aided middle English schools, 70 lower class vernacular schools, one night school, one girls' school, and four normal schools. GRANT-IN-AID RULES.

"In the Monghyr district the rules do not work well. During the year under report a grant of Rs. 45 was sanctioned by the district committee for Jamui middle class English school, and another grant of Rs. 75 per month for Chaurah middle class English school; but it does not appear that these grants were taken up. A grant of Rs. 65 a month was made to the Baptist Mission school at Monghyr, to commence from 1875."

In the Purneah district "instead of only one aided school there are now four such schools, and an application has recently been made for a grant to a fifth school."

"The Santhal Pergunnahs had expended Rs. 9,938 out of an allotment of Rs. 10,000; Bhagulpore district, Rs. 1,932 out of an allotment of Rs. 7,000; Purneah, Rs. 2,004 out of an allotment of Rs. 6,000; and Monghyr, Rs. 1,488 out of an allotment of Rs. 7,000."

Regarding the working of the grant-in-aid rules in Orissa, the Inspector, Mr. Hopkins, reports:—

"The committees in working these rules rather worked against the Inspector than with him, and the consequence was that at the end of the year when the committees had to take stock of their funds and submit a budget, it was found that large sums had been advanced to schools without the sanction of Government, which the rules require.

"In Balasore all existing grant-holders applied for renewal on more favorable terms. At first these renewals were approved by the committee, and I was invited to approve them too; this I refused to do for reasons which I gave on the face of the applications which I returned to the committee. After this I heard no more of the grants or applications until I visited Orissa in March, when I found that the committee had usurped the whole authority of disposing of the funds, and the Commissioner very kindly took the matter into his hands, and, after a little correspondence, unravelled the tangle and obtained the Director's sanction to the grants already paid with modifications from the 1st of April.

"In Cuttack they managed better, as also in Pooree, with the aid of the Joint-Inspector.

"I cannot say that I think the grant-in-aid rules work well in Orissa. The Joint-Inspector complains that the committees take no notice of his reports and suggestions; if he reports a master inefficient, for some reason or other, the culprit is not dismissed, nor do the committees pass any orders on the report; this I believe is owing to the scarcity of masters more than to the disinclination of the committees to improve matters. Owing to the fact that I do not receive the proceedings of the committees, I am not able to give a *précis* of their operations in administering the grant-in-aid fund.

"The total grant to the districts of Orissa is Rs. 17,000; the total sum appropriated last year was Rs. 11,786-11-8."

From his remarks on the Joint-Inspector's complaints the Inspector has apparently forgotten that, under Sir George Campbell's Minute of the 30th September 1872, it is for him to act in these cases and not for the district committees. The orders on this point are clear:—

"The district committees having assigned the grants will not have authority to interfere with the local committees or other managers of these schools. *The inspecting officer will as now see that the conditions of the grant are complied with*, and subject to these conditions it is the wish of the Government to leave the local management of aided schools as unfettered [illegible]e."

In the Chota Nagpore Division, as in other backward districts, the allotments cannot be spent. The Inspector reports:—

"The difficulty in Chota Nagpore, under these rules, hitherto has been to put out the money, and except by the aid of Missions and other exotic institutions, very little could be got out. There is no difficulty in Chota Nagpore concerning fraud upon the rules."

From the above extracts it will be seen that there are grounds for recommending a simplification of the procedure prescribed in the present rules, and that some revision of the allotments assigned to the several districts is certainly called for.

INSPECTION.—Regarding the work of inspection and the duties of inspecting officers, some remarks of more or less importance, and a few useful suggestions, may be quoted from the several reports. Mr. Hopkins notes:— INSPECTION.

"During my tour in Jehanabad and Bud-bud, as well as in Midnapore, I found that the Principal Deputy Inspector never communicated to Sub-Inspectors changes made in the

INSPECTION. schools in their circles and in Burdwan. This omission was attended by little short of disaster, for some of the best grant-in-aid schools in Jehanabad were temporarily closed because the grants were not renewed. I am strongly of opinion that it is desirable to relieve all deputy inspectors of office work as far as possible, unless they are closely supervised by the district magistrates; for, not being used to such work, they waste much time which might be valuably employed."

* * * * * * *

"The civil authorities have exercised a most beneficial influence on this branch of the Educational Department. More than three times the work of the previous year has been performed; and not only has greater activity been shown, but also a more methodical system of working has been enforced, as will be seen from a comparison of the mileage of the last with that of the previous years."

Mr. Clarke comments on the pressing want of additional sub-inspectors in proportion to the large increase of schools receiving State grants, and laments the time devoted to office duties by the district deputy inspectors:—

"A large increase in the number of the sub-inspectors of schools is required in the 24-Pergunnahs, where two sub-inspectors have respectively 294 and 320 schools to visit. It is desirable to employ a higher class of sub-inspectors than men on Rs. 30 or Rs. 40, both because these sub-inspectors are entrusted generally with the payment of the pathsala teachers, with no real check upon them, and because they are required in general to examine the schools *of every class* in their own sub-division. I now see a sub-inspector examining a school and reporting on it in the visitors' book in English that would amuse the boys in the upper classes of the school. This kind of inspection can have small weight.

"Sir George Campbell found six inspectors of schools doing very little inspection, but largely occupied at their head-quarter offices with bills. Their bill-work was consequently transferred to the magistrates and district committees, which means really to the district deputy inspectors. The result has been that the six inspectors inspect very little more than before, while there are some 30 district deputy inspectors tied in a great measure to their head-quarters, bill passing also. This the 24-Pergunnahs committee again wish altered."

On this Lord Ulick Browne remarks:—

"I applied for more inspectors for the 24-Pergunnahs some months ago, and I am informed that a general scheme is under consideration, which will provide sub-inspectors of a better class than the men in the present lower grades. This will, no doubt, be an improvement, but what I think is wanted still more is an increase in the superior inspecting agency in the shape of assistant inspectors of circles. The additional cost of such appointments would be a difficulty, but I am confident that the money would be better spent in salaries to such officers than in giving gurus Rs. 2-8 instead of the boys' parents giving the same amount, or in aiding other schools that have got on hitherto without aid."

The Rajshahye Inspector, Babu Bhu Dev Mukhurji, reports that he has begun to introduce a system of central examinations for primary schools like those which obtain in the North-West Provinces and the Punjab.

"At these examinations the deputy and sub-inspectors brought together pathsalas from easy distances. As might be expected, however, the examinations could not be conducted as easily and smoothly as they are where deputy inspectors, teachers, and boys have been long accustomed to the system. In the north-west 50 little schools would come together and form one large school, say of 500 or 800 boys, within a few minutes without noise or clamour or confusion. In my examinations here it took me often half an hour to explain to the deputy inspectors and the teachers what was required of them, and for them to make 150 boys, say from five or six different pathsalas, to stand in an orderly manner and without quarrelling with and jostling each other, proved sometimes a matter of considerable difficulty. But I hope it will be better next time. Then in the north-west the boys that come to the central examinations bring invariably their books and slates or other writing materials with them. I found in my central examinations that the boys usually came quite unprovided. As for progress in studies there was but little to see. In an assembly, say of 200 lads of ages varying from 8 to 18, 10 could read fluently from printed books, write from dictation, and answer pretty-difficult questions in arithmetic and bazar accounts; 50 more could spell through their primers, and answer questions from the multiplication table; another 50 or 60 could show that they were learning to scrawl letters and figures; the rest did not seem to be learning anything.

"I went over all the districts of the division during the year, and while I examined at central spots in the manner above described 468 primary schools, which brought before me 8,063 boys, I saw also at their own places 126 aided schools, and examined in them 3,726 boys. I saw also all the six zillah schools in the division. I was out in the districts from June 1873 to March 1874 with two interruptions of about three weeks at a time during the last Dusserah vacation, and also in the month of January."

The Commissioner, Mr. Molony, writes:—

"As mentioned in my remarks submitting the report last year, I made an application for a large increase to the then existing inspecting staff, but it was not found possible to

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comply with it from want of funds. During the year the staff has been somewhat increased in numbers by the appointment of sub-inspectors on lower pay to all vacancies, but it still stands far below what it ought to be in numerical strength.

"As regards status and efficiency, as far as the more advanced schools are concerned, we have probably lost ground, as it is impossible to command the same standard of qualification for half the pay.

"While on the subject of inspecting staff, I may say that I think it would be well if it was more distinctly understood that the deputy inspectors and sub-inspectors were directly under the Inspector's orders in the mode of conducting professional details, so to speak. At present they are rather too apt to look only to the Magistrate of the district."

Mr. Croft presses for the appointment of more sub-inspectors for the Dacca Division:—

"I have seen enough to convince me of the need of increasing the inspecting staff. Quite independently of the increase in the number of schools, deputy inspectors are now much confined to head-quarters, and can do less inspecting work than before. Every one agrees that the new pathsalas must be closely looked after and should be inspected once a quarter at least. This, as a rule, deputy and sub-inspectors righteously endeavour to do; but when, as in Sylhet for example, each inspecting officer has over 100 schools to attend to, it becomes an obvious impossibility. In Backergunge the Magistrate wants to withdraw altogether from the Sundarban sub-divisions, in order to concentrate his inspecting staff on the Sadr, where the schools cannot be pushed because the men are hopelessly inadequate to the work to be done. In each district report I have pointed out the additions that I think necessary."

On the whole Mr. Croft asks for nine additional sub-inspectors for the Dacca Division, and six for the Chittagong Division.

Of the latter division he writes:—

"In the district reports I have pointed out in detail that the inspecting agency is lamentably inadequate to the work. Every pathsala ought to be visited once a quarter at least, and at that rate we want an inspecting officer for every 50 or 60 schools. An impression, I find, is abroad that when a pathsala grant is once given, no further trouble is taken about it; that the bread is cast upon the waters in the hope that good will come of it somehow. This unfortunately is too often the case; not from neglect, but from dire necessity. In Comillah, for example, the dangerous experiment is being tried, how pathsalas will get along by themselves. For six months there was no one to look after the pathsalas in the Sadr sub-division. Within the twelve months they have been inspected *once* by dint of great energy, and all this time the cry has been continually raised for more inspecting officers; a little more delay will imperil the whole pathsala system."

These representations are supported by the Commissioner, Mr Mangles.

There is nothing of importance on this subject in the Behar reports.

In his report for Orissa Mr. Hopkins comments unfavorably on the work of the deputy inspectors, who, he thinks, leave too much of the inspection duties to the sub-inspectors. He writes:—

"Much of the apathy displayed by the deputy inspectors may be attributed to their having assistants to do their work for them. The usual excuse put forward is that the district magistrates detained them at head-quarters on office duty; this may be partially true, but the office work in Orissa is very light, and if they were detained for any such reason it must have been because they wished to be detained.

"Whilst on tour in Orissa, I was enabled to scrutinize the inspection work performed, and ascertained that no method or economy of travelling was observed. The Joint-Inspector also expressed his dissatisfaction to me. The deputy and sub-inspectors appear to have wandered about in a desultory way, passing by quite as much as they visited. I hope, however, that the warning they received when I went over their diaries with them and the Joint Inspector, will suffice to show them that misconduct of this sort will not be overlooked.

"Officers who behave in this way cannot be fit to be entrusted with authority over subordinates. Unless the district officers do something more than countersign the diaries of the inspecting staff, I do not see how matters can be improved."

* * * * * * * *

"There ought to be no difficulty about the inspection of schools both in Cuttack and Balasore, for they lie in groups and clusters so situated that they are easily visited.

"The Joint-Inspector has been very active in his wanderings; his inspections have been thorough, and the suggestions made by him in each case valuable."

In Chota Nagpore Mr. Clarke represents that more inspecting officers are required as in other parts:—

"The inspecting staff, with reference to the number of schools, seems sufficient (in general one inspecting officer to every 50 schools or less) except in Manbhoom, where there is only one man to every 84 schools *under inspection*. Another man is wanted here. And the schools are so scattered, the square mileage so large, and the jungly journeys so long,

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that more inspecting power is desirable here as in other provinces. The Missions consider much more inspection desirable than is provided for the Government schools."

From all quarters demands have come up for additional sub-inspectors, and there can be no doubt that they are urgently required. To meet these requisitions a scheme has been submitted for the reorganization of the subordinate inspecting agency, and it awaits the orders of Government.

DISTRICT COMMITTEES.

DISTRICT COMMITTEES.—On the working of the district committees, their relations with the inspectors, and other kindred matters connected with the machinery of educational administration, I quote some extracts from several of the reports of the year, which discuss administrative questions of much importance and explain some of the difficulties that have presented themselves under the double system of control as now in operation.

In his report for the Presidency Division, Mr. Clarke writes as follows:—

"The Magistrate of Nuddea remarks on the small assistance in educational matters he gets from his district committee, and gives his opinion that what we want are sub-divisional committees of education. I fully agree with him. The local knowledge of a district committee does not extend over the whole of a district. Thus by the new orders the old education committees of Barrackpore and Baraset have been destroyed, and the Alipore committee placed over the whole district. I should like to revert to the former plan. The Alipore district committee has worked the suburban municipality and its neighbourhood very admirably. In managing zillah schools in Baraset and Barrackpore, they have practically to act mainly on the advice of the district deputy inspector. Zillah schools prefer being managed by the inspector; and the inspector not only has more time and more special knowledge of departmental details, but he actually has a better local knowledge of the outlying sub-divisions than many of the members who form the district committee of education.

"The district committee of Jessore met twice only in the year under report, for the purpose of administering the details of the zillah, normal, Government model, aided, circle, D, and E pathsala schools in all Jessore. The administration has, in fact, to be by the Magistrate on papers presented to him by the deputy inspector. I think the old plan that the inspector should administer on papers presented to him by the deputy inspector is better. He can give more time and bring more special departmental knowledge to bear in checking the deputy inspector. I think that the assigning of the grants to the aided schools is quite as much work as the district committees can really get through, and for this work they are well qualified. As regards the administration and account checking of the Government and quasi-Government (*i.e.*, circle, D, and E pathsala) schools, I think it is exactly the work that a department ought to be able to do better than any one else.

"The real problem in administration now before us is to relieve the magistrates from their school-work (as they have already more work of other kinds than they can see to satisfactorily) and to keep the assistance of the sub-divisional officer (and, where possible, of sub-divisional committees presided over by the sub-divisional officer) to assist in supervising the sub-inspector of schools in the sub-division and in advising the inspector; and all this requires to be managed without giving any man two masters, which we see in the present administration rules to be quite fatal to any plan.

"I reported last year that the present duplex system of appointment was the worst, in my opinion, that could be devised. I have not seen any reason to change this opinion; on the contrary, it has been strengthened. The present rules make no provision for gradual promotion or transfers, and no satisfactory provision for officiating appointments.

"I tried one transfer, viz., of the Baraset deputy inspector to Midnapore, and the Midnapore deputy inspector to Krishnaghur, at the request of the Inspector of Burdwan, grounded on the wish of the Magistrate of Midnapore, and communicated through the Director of Public Instruction. After the whole machinery had been got in motion, the two Commissioners consulted, and many letters written, the transfer was effected on paper. Then the Magistrates of Midnapore and Krishnaghur differed as to the date at which the Midnapore deputy inspector should be ordered to transfer himself, and then it was discovered that the new rules provided no means of getting the business one step forwarder.

"If, in order to get on a little faster in filling up vacancies, I go a step beyond the letter of the new rules, I get a letter from my own deputy inspector (*quasi* of the district committee) politely requesting me to confine myself within my own province; shortly after I get a letter from the Commissioner hoping that I will, for the despatch of public business, do something or other beyond my duty as stated in the new rules, and that I will act generously and cordially in co-operation with the civil officers, &c. I make these remarks to excuse myself for the reluctance I have shown to go beyond the new rules by the tenth of an inch; I am very far from making any complaint."

* * * * * *

"The present rules require that the inspector should nominate the sub-inspectors to the Magistrate, who may, if he pleases, dissent from the nomination and nominate another man for appointment. This appears intended to give the inspector all the responsibility

DISTRICT COMMITTEES.

without any of the power. The Magistrate has merely to say (1) I acknowledge the receipt of the nomination; (2) I dissent therefrom; (3) I nominate so-and-so for appointment. But, like many of the too-clever-by-half inventions, it defeats itself entirely. Under the present arrangements, the inspector is deprived of all knowledge of the sub-inspectors whom he is to nominate for promotion; none of their correspondence comes to him; no record of their work comes to him. The Magistrate, on his side, is in equal difficulty; he gets a man nominated to him whom he cannot see and knows nothing of, and it is rather difficult for him to dissent. The sub-divisional officer, who has seen the man work, and who is the real immediate superior of the sub-inspector, has no voice in the matter.

"The fact is that it matters very little to whom the patronage of these appointments is given, so long as one man has them absolutely in his gift over a *pretty large area*, so that he can transfer men when necessary, fill up vacancies promptly, and systematise his promotions so as to give the steps by seniority where deserved. No one of these ends is attained by the present method, under which we have seen promotions to be nearly haphazard, and the teachers greatly disheartened."

The Commissioner, Lord Ulick Browne, adopts these views. He writes:—

"As regards district school committees, there seems to be no difference of opinion that they are useless for district purposes, though the very men who compose them would be useful as local committeemen for the sub-divisions they live in, or rather, perhaps, for portions of them. The committees rarely meet, and it is a difficult matter to get the members to come in, as, speaking generally, native gentlemen do not take sufficient interest in the subject to induce them to take a long journey to the Sadr station for the sake of attending a meeting.

"I agree with Mr. Clarke that it is advisable to relieve the magistrates of their educational business, which they have no time to do properly, and to transfer it to the inspectors, letting sub-divisional committees aid them by information and advice, and by supervising the sub-inspectors. I do not think the sub-divisional officers have time to assist much in educational matters, though they have more than the magistrates have. As regards the latter, it is only adding to several others an additional branch of business indifferently done owing to the district officers being so much overworked. An assistant inspector in each circle would, in my opinion, do more good than all the magistrates and sub-divisional officers in the circle put together.

"As regards commissioners of divisions, another year's experience convinces me of the inutility of increasing their already onerous duties by making them another link in the official chain of communication in educational matters; for, with the exception of a little formal business, this is what a commissioner is, and nothing more.

"I can see no use in taking up the time of a commissioner by making him receive, give an opinion on, and forward to the Director of Public Instruction proposals for grants-in-aid, whether the inspector agrees with the local opinion or not. In such matters, the opinion of the commissioner whether a grant of Rs. 30 or Rs. 33 should be made, can be of no real value to the Director, who could arrive at as good a decision without it as with it.

"How much better it would be for the despatch of public business generally if the local deputy inspector (whose recommendation is almost invariably adopted by the magistrate and district committee) reported to the inspector, and he to the Director. There can be no good in the commissioner doing the formal business connected with notices about examinations, and it would save two formal letters on each occasion if the inspector had not to write to him before acting.

"What Mr. Clarke says about appointments seems to me much to the point. All appointments should be left to the inspector."

This question of appointments is one of first-rate importance which certainly requires reconsideration. Under existing rules, no systematic promotions can be arranged for and transfers are practically impossible. The best men with strong service claims frequently see their inferiors and juniors promoted before them, and on all sides much dissatisfaction is expressed both by masters and inspecting officers regarding their position and prospects. This state of things is distinctly demoralizing to the department, and tends to deter good men from joining it.

Mr. Croft adopts a favorable view of the usefulness of the district committees, but he is at one with Mr. Clarke on the appointment question. In his Dacca report he writes:—

"The district committees have now been at work more than a year. That they are, or can be made most useful bodies, I have no doubt whatever. The committees can settle on the spot questions about the management of the zillah school which it might not be desirable to entrust to the head-master, and which would needlessly increase the inspector's office work. The action of the committee (or of the magistrate on its behalf) saves delay where delay might be injurious, as in giving leave to masters and appointing substitutes. The members can often give useful advice about the need and prospects of an aided school of a particular class in this or that quarter. Through the committees the pathsala money has been most successfully placed out. And more than all, when the committee is, as it often is, a real consulting body, the members take an interest in the education of the district, perhaps feel a responsibility about it which is in itself no small material gain.

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"Still, the working of this useful institution can be improved in two directions at least. In the first place, I have noticed a certain narrowness of view about appointments. Last cold weather, when I had many nominations to make of Rs. 50 and upwards, the very best man on my list, whom I had specially reserved for a particular zillah school, was demurred to by the district committee, who asked me to set aside my nomination in favor of a man known to themselves. This latter indeed was a good teacher of long service, whose claims for promotion I had been carefully considering. Still I see no advantage in putting any restrictions on the Inspector's power to appoint masters of the superior class. When appointments are going, he is in regular communication with the Principal of the Dacca College, from which the school-masters come, and he knows very much more about the worth of candidates than school committees can gather from testimonials.

"My second point is, that the whole account-keeping of the department becomes disorganized as soon as the district committees interfere. The inspector is supposed to keep a check over the zillah school accounts; this is absolutely out of his power. The rules are supposed to provide against misappropriation of the zillah school money; if the head-master has only sufficient courage, fraud has now become the easiest thing in the world. Illustrations of this statement may be found in last year's report."

On this the Commissioner, Mr. Cockerell, remarks:—

"In regard to what I may, perhaps not inappropriately, term the controversial questions glanced at (for he has forborne to press them very keenly) by the Inspector, I desire to express my concurrence in his views both as regards the appointment of school-masters and the audit of school accounts.

"I have always thought in respect of the first of these matters, since I have had experience of the existing practice, that the double system of appointment was inconvenient, and that the making of appointments which forms a sort of technical branch of the educational administration is much better left in the hands of the "expert"—the Inspector—than dealt with as it is now."

Mr. Croft writes to the same effect in his Chittagong report:—

"I have noticed (what would be antecedently not unlikely) a certain narrowness of view with regard to important appointments exhibited by district committees. As it is, they have a very sufficient voice in the filling up of head-masterships to zillah and normal schools. Last cold weather, when I had many nominations to make for appointments of this class, the very best man on my list was rejected by one district committee in favor of a teacher locally known. Looking to facts of this kind, I cannot fall in with the opinion of the Magistrate of Tipperah, that the appointment of the higher masters of the zillah school should be vested solely in the committee. He asks—'How would a governing body of any great public school in England get on if they had to govern the school while at the same time the Home Secretary appointed the head-master?' With recent occurrences in England fresh in our memory the particular illustration suggests rather a different inference about the wisdom of giving governing bodies uncontrolled authority in appointments. But indeed the conditions are not the same here as in England. In England all candidates for an important head-mastership are known; their achievements are before the world. Here, the comparative merits of candidates are known to hardly any one except the Inspector. When appointments are going, he can balance the merits of existing teachers by what he knows of their work and their claims for promotion; he is in regular communication with the Principal of the Dacca College, which supplies all the new masters, and he can consequently find out very much more about the worth of candidates than school committees can gather from testimonials."

On the whole, there is, I believe, a general concurrence of opinion on this question, and it will probably not be difficult to arrive at a satisfactory solution of it.

GENERAL STATISTICS.

GENERAL STATISTICS.—The usual statistical tables are appended. They show, amongst other things, that the total number of institutions of all classes included in the departmental returns has risen during the year from 13,800 to 15,926, and that the pupils attending them have increased from 391,199 to 463,216.

The State expenditure on education has at the same time risen from Rs. 21,47,283 to Rs. 22,73,617; while the fees and fines have risen from Rs. 7,67,170 to Rs 9,74,128. The aggregate expenditure from all sources was Rs. 35,36,961 in 1872-73, and has increased to Rs. 38,69,756 in 1873-74.

W. S. ATKINSON,

Director of Public Instruction.

Return of Attendance in Colleges and Schools for General Instruction as on 31st March in the years 1873 and 1874.

Colleges and Schools for General Instruction.	Number of colleges and schools on 31st March.		Number of pupils on 31st March.	
	1873.	1874.	1873.	1874.
Colleges and Schools receiving State Grants.				
Superior Instruction—				
Colleges affiliated to the Univerty in Arts—				
Government Colleges ...	9	10	854	803
Private Colleges, aided	5	5	305	280
Total	14	15	1,159	1,083
Secondary Instruction—				
Higher Class English Schools—				
Government Schools ...	50	46	10,245	10.776
Private Schools, aided ...	77	76	7,694	7,516
Total	127	122	17,939	18,292
Middle Class English Schools—				
Government Schools ...	4	7	487	727
Private Schools, aided ...	421	416	21,232	21,632
Total	425	423	21,719	22,359
Middle Class Vernacular Schools—				
Government Schools ...	181	186	10,030	10,428
Private Schools, aided ..	738	716	33,127	32,945
Total	919	902	43,157	43,373
Primary Instruction—				
Lower Class Vernacular Schools—				
Government Schools ..	26	22	828	644
Private Schools, aided ..	461	522	15,893	17,029
Pathsalas, aided	7,766	11,685	189,218	285,764
Total	8,253	12,229	205,939	303,437
Instruction for Females—				
Government Schools ...	1	1	85	74
Private Schools, aided (including zenana agencies) ...	239	250	7,115	7,512
Total ...	240	251	7,200	7,586
Total of Colleges and Schools for General Instruction receiving State grants ...	9,978	13,942	297,113	390,130
Colleges and Schools receiving no aid from the State.				
Superior Instruction—				
Colleges affiliated to the University in Arts ...	......	2	......	152
Secondary Instruction—				
Higher Class English Schools ...	44	43	11,779	10,168
Middle Class English Schools ...	95	97	5,559	5,785
Middle Class Vernacular Schools ...	97	122	3,932	5,768
Primary Instruction—				
Lower Class Vernacular Schools ...	3,527 (both rows)	174	68,129 (both rows)	4,697
Pathsalas, Tols, and Maktabs ...		1,392		34,537
Instruction for Females—				
Girls' Schools ...	30	60	983	1,290
Total of Colleges and Schools for General Instruction receiving no aid from the State	3,793	1,890	90,332	62,406
Grand Total of Colleges and Schools for General Instruction ...	13,771	15,832	387,445	468,536

Return of Attendance in Colleges and Schools for Special Instruction as on 31st March in the years 1873 *and* 1874.

Colleges and Schools for Special Instruction.	Number of colleges and schools on 31st March.		Number of pupils on 31st March.	
	1873.	1874.	1873.	1874.
Special Instruction—				
Law Departments, affiliated to the University	8	6	421	209
Medical College, English Department, affiliated to the University	1	1	295	319
Engineering Department, Presidency College, affiliated to the University .	1	1	135	227*
Civil Service Departments	2	3	117	208
Madrassahs	2	3	177	314
Bengali Medical School, Sealdah	1	1	451	506
Hindustani classes, Medical College	1	1	101	72
School of Art	1	1	94	129
Other Technical Schools, Government	... ..	2	.....	42
Other Technical Schools, Unaided	.. ...	2	.. .	89
Normal Schools for Masters—				
Government Normal Schools	22	41	1,233	1,686
Guru-training classes (temporary)	6	17	130	130
Aided Normal Schools	10	11	539	569
Normal Schools for Mistresses—				
Aided Normal Schools	4	4	61	95
Total of Colleges and Schools for Special Instruction .. .	59	94	3,754	4,680
Grand Total of Colleges and Schools for General and Special Instruction ...	13,830	15,926	391,190	463,216

* Inclusive of 27 out-students.

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1873 and ending 31st March 1874.

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED.
NATURE OF ESTABLISHMENT.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of native states.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
SUPERIOR INSTRUCTION—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	......	......	22,233	600	......	......	54,430	1,711	78,974	73,834
Colleges or Departments of Colleges affiliated to the University in Arts—										
Government Colleges ..	1,79,911	......	30,669	......	......	......	74,981	29	2,94,590	2,93,914
Private Colleges, Aided ...	21,898	......	6,318	41,443	..	.	16,663	11,700	98,022	98,022
Total ...	2,01,809	......	45,987	41,443	...	...	91,644	11,729	3,92,612	3,91,936
Scholarships held in Colleges—										
Senior	23,055	......	......	......	......	......	......	......	23,055	23,055
Junior	37,508	......	......	......	......	......	......	......	37,508	37,508
Endowed...	......	......	6,193	......	....	...	...	......	6,193	6,193
Total ..	2,62,372	......	52,180	41,443	....	..	91,644	11,729	4,59,368	4,58,692
SECONDARY INSTRUCTION—										
Higher Class English Schools—										
Government Schools	1,41,511	......	6,159	10,988	......	......	2,18,621	3,960	3,81,239	3,55,156
Private Schools, Aided ..	49,310	262	883	57,672	25	.....	72,943	2,496	1,83,591	1,83,020
Middle Class English Schools—										
Government Schools	7,615	......	......	177	......	.....	10,571	......	18,363	18,079
Private Schools, Aided ..	1,20,054	558	7,268	1,39,707	300	240	81,613	5,016	3,54,756	3,48,685
Middle Class Vernacular Schools—										
Government Schools	49,376	42	273	1,764	......	1,736	23,541	2,756	70,488	74,390
Private Schools, Aided ...	96,965	144	1,026	75,922	223	1,117	63,900	3,829	2,43,126	2,40,535
Total ...	4,64,831	1,006	15,609	2,86,230	548	3,093	4,71,189	18,057	12,60,563	12,20,163
Scholarships held in Higher and Middle Schools—										
Minor	12,914	......	.	......	......	..	......	......	12,914	12,914
Vernacular	30,005	......	......	......	......	......	......	......	30,005	30,005
Endowed...	......	......	1,130	....	......	......	...	......	1,130	1,130
Total ...	5,07,750	1,006	16,739	2,86,230	548	3,093	4,71,189	18,057	13,04,612	12,64,212
RIMARY INSTRUCTION—										
Lower Class Vernacular Schools—										
Government Schools	3,926	......	......	1,225	......	889	164	806	7,010	6,911
Private Schools, Aided ...	28,501	......	5,496	15,828	......	......	13,589	6,712	70,126	70,904
Pathsalas, Aided	3,56,420	52	2,076	32,602	796	1,536	2,20,848	24,271	6,38,601	6,33,256
	3,88,847	52	7,572	49,655	796	2,425	2,34,601	31,789	7,15,737	7,11,071
Scholarships held in Vernacular Schools—										
Primary	4,714	......	......	......	......	......	......	......	4,714	4,714
Total ...	3,93,561	52	7,572	49,655	796	2,425	2,34,601	31,789	7,20,451	7,15,785
NSTRUCTION FOR FEMALES—										
Government Schools	5,905	......	......	......	......	......	1,341	......	7,246	7,204
Private Schools, Aided ...	57,986	768	5,350	51,374	102	......	17,893	26,590	1,59,163	1,56,930
Total ...	62,991	768	5,350	51,374	102	......	19,234	26,590	1,66,409	1,64,136
Total of General Instruction ...	12,26,674	1,826	81,841	4,28,702	1,446	5,518	8,16,668	88,165	26,50,840	26,02,858

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1873 and ending 31st March 1874.—(Continued.)

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED.
NATURE OF ESTABLISHMENT.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of native states.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
SPECIAL INSTRUCTION—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Law Departments affiliated to the University	1,319	.....	......	......	......	......	25,659	......	26,978	25,699
Medical College, English Department, affiliated to the University	86,197	......	......	......	.. ..	......	23,618	......	1,09,815	1,09,815
Scholarships in ditto ...	33,401	.....	592	......	......	......	......	......	33,993	33,993
Engineering Department affiliated to the University	27,384	......	......	......	......	......	17,290	......	44,674	44,674
Scholarships in ditto ...	5,662	......	235	....	......	......	.....	......	5,897	5,897
Civil Service Departments ...	8,559	... ..	......	.....	.....	... ..	6,378	......	14,937	14,937
Scholarships in ditto ...	718	......	......	.....	......	......	......	......	718	718
Madrasahs	9,594	. ....	4,477	......	......	.....	964	......	15,035	15,035
Medical Schools (vernacular)	40,092	......	......	......	......	......	16,978	......	57,065	57,065
School of Art	18,600	......	.....	......	.....	......	1,034	......	19,634	19,634
Other Technical Schools ...	2,218	.... .	... .	......	......	......	.....	1,799	4,017	3,578
Normal Schools for Masters—										
Government Normal Schools	1,27,497	.....	......	....	......	......	1,529	2,507	1,31,533	1,25,391
Aided Normal Schools ...	9,546	......	4,950	5,582	......	......	8	4,144	24,230	24,170
Normal Schools for Mistresses—										
Aided Normal Schools ...	7,337	.... .	700	4,447	1,234	......	3,932	2,667	20,317	20,317
Total of Special Instruction ..	3,78,124	. ....	10,954	10,029	1,234	. . . .	97,385	11,117	5,08,843	5,00,923
MISCELLANEOUS—										
Charges for schools abolished during the year	33,610	.....	20	2,521	40	110	5,645	27	41,973	41,973
Charges incurred in the D. P. W. on Government buildings	2,63,763	.....	......	10,609	... .	.....	......	......	2,74,372	2,74,372
Sundries, including service labels	43,113	.....	......	4,353	......	......	. ....	......	47,466	47,466
Total of Miscellaneous ...	3,40,486	....	20	17,483	40	110	5,645	27	3,63,811	3,63,811
SUPERINTENDENCE—										
Direction	46,291	.....	.....	.....	......	......	......	......	46,291	46,291
Inspection	2,82,042	.... .	...	......	... .	......	......	......	2,82,042	2,82,042
Total of Superintendence ...	3,28,333	. ...	. .	... ..	.....	......	. ....	......	3,28,333	3,28,333
Grand Total ...	22,73,617	1,820	1,15,048	4,56,814	2,720	5,628	9,74,128	1,01,020	39,30,801	38,69,756

Return of Social Position of Pupils in the Colleges for General and Special Instruction, 1873-74.

Colleges.		Number of institutions.	Number of pupils on the rolls on the 31st March 1874.	Hindus. Upper classes.	Hindus. Middle classes.	Hindus. Lower classes.	Hindus. Parentage not known.	Hindus. Total.	Muhammadans. Upper classes.	Muhammadans. Middle classes.	Muhammadans. Lower classes.	Muhammadans. Parentage not known.	Muhammadans. Total.
General...	Government Colleges	10	803	70	681	12	1	764	2	27	3	...	32
	Aided Colleges	5	280	4	251	...	3	258	1	3	..	...	4
Special ...	Law classes in Government Colleges	6	299	35	248	1	...	284	...	14	1	...	15
	Engineering Department, Presidency College...	1	227	4	217	...	...	221	...	1	1	...	2
	Medical College*	3	897	74	475	247	6	802	3	44	11	4	62
	Government Madrasahs	2†	204	...	...	...	...	...	...	202	2	...	204
	Civil Service Departments	3	203‡	2	37	...	...	39	62	89	7	...	158
	School of Art	1	129	1	113	8	...	122	...	1	1	...	2
	Total ...	31	3,042	190	2,022	268	10	2,490	68	381	26	4	479

Colleges.		Christians. Upper classes.	Christians. Middle classes.	Christians. Lower classes.	Christians. Parentage not known.	Christians. Total.	Others. Upper classes.	Others. Middle classes.	Others. Lower classes.	Others. Parentage not known.	Others. Total.	Total. Upper classes.	Total. Middle classes.	Total. Lower classes.	Total. Parentage not known.	Total. Total.
General...	Government Colleges	...	6	...	.	6	...	1	...	..	1	72	715	15	1	803
	Aided Colleges	1	15	...	...	16	1	1	...	...	2	7	270	...	3	280
Special ...	Law classes in Government Colleges	...	...	...	...	...	...	...	...	...	....	35	262	2	...	299
	Engineering Department, Presidency College...	...	4	...	...	4	...	...	..	...	...	4	222	1	...	227
	Medical College*	1	15	17	...	33	...	...	..	...	...	78	534	275	10	897
	Government Madrasahs	...	...	..	..	...	.	..	.	...	...	.	202	2	...	204
	Civil Service Departments	...	1	...	...	1	..	...	...	...	..	64	127	7	...	198
	School of Art	...	4	..	...	4	...	1	..	...	1	1	119	9	...	129
	Total ...	2	45	17	..	64	1	3	...	...	4	261	2,451	311	14	3,037

* Including the two Vernacular Medical Schools.

† Exclusive of the Dacca Madrasah, containing 110 pupils, who are returned in the schools of the Dacca Commissionership.

‡ No return for five pupils of the civil service class at Berhampore.

Return of Social Position of Pupils in the Schools of the several Commissionerships, 1873-74.

Commissionerships.	Number of schools.	Number of pupils on the 31st March 1874.	Hindus. Upper classes.	Hindus. Middle classes.	Hindus. Lower classes.	Hindus. Parentage not known.	Hindus. Total.
Burdwan Division ...	3,578	98,754	497	29,912	61,117	51	91,577
Presidency "	2,830	94,490	244	25,728	44,261	19	70,252
Calcutta*	321	21,917	405	4,470	468	608	5,951
Rajshahi Division ...	2,229	57,717	185	10,917	21,317	...	32,419
Kuch Behar " ...	127	3,007	9	385	1,112	...	1,506
Daccá " ...	1,721	59,764	200	18,574	24,779	10	43,563
Chittagong " ...	651	22,866	58	4,697	7,643	3	12,401
Patna " ...	2,021	41,043	306	7,134	28,385	33	35,858
Bhagulpur " ...	1,091	25,677	86	3,328	15,425	...	18,839
Orissa " ...	904	19,379	24	4,207	12,492	...	16,723
Orissa Tributary Mehals ...	18	646	......	147	496	...	643
Chota Nagpore Division ...	619	18,398	175	2,600	9,147	...	11,922
Total ...	16,110	463,658	2,189	112,099	226,642	734	341,654

Commissionerships.	Muhammadans. Upper classes.	Muhammadans. Middle classes.	Muhammadans. Lower classes.	Muhammadans. Parentage not known.	Muhammadans. Total.	Christians. Upper classes.	Christians. Middle classes.	Christians. Lower classes.	Christians. Parentage not known.	Christians. Total.
Burdwan Division ...	23	1,192	4,334	...	5,549	..	257	117	......	374
Presidency "	7	2,102	21,394	3	23,506	2	178	499	30	709
Calcutta*	8	435	152	...	595	1	743	394	327	1,465
Rajshahi Division ...	70	3,061	22,089	...	25,220	...	35	13	......	48
Kuch Behar " ...	6	411	976	...	1,393	6	40	......	7	53
Daccá " ...	27	2,315	13,411	3	15,756	2	55	189	......	246
Chittagong " ...	13	1,548	7,913	2	9,476	...	20	63	......	83
Patna " ...	26	1,025	4,057	8	5,116	...	23	8	33	64
Bhagulpur " ...	23	643	3,912	...	4,578	...	71	242	......	313
Orissa " ...	2	313	1,030	...	1,345	...	107	404	596	1,107
Orissa Tributary Mehals ...	...	2	1	...	3	...	......	......	......	......
Chota Nagpore Division ...	...	181	537	...	718	...	61	1,387	72	1,520
Total ...	205	13,228	79,806	16	93,255	11	1,590	3,316	1,065	5,982

Commissionerships.	Others. Upper classes.	Others. Middle classes.	Others. Lower classes.	Others. Parentage not known.	Others. Total.	Total. Upper classes.	Total. Middle classes.	Total. Lower classes.	Total. Parentage not known.	Total. Total.
Burdwan Division ...	...	14	1,240	...	1,254	520	31,375	66,808	51	98,754
Presidency "	...	3	20	...	23	253	28,011	66,174	52	94,490
Calcutta*	...	3	22	6	31	414	5,651	1,036	941	8,042
Rajshahi Division ...	5	8	17	...	30	260	14,021	43,436	......	57,717
Kuch Behar " ...	...	2	53	...	55	21	838	2,141	7	3,007
Daccá " ...	...	5	193	1	199	229	20,949	38,572	14	59,764
Chittagong " ...	3	124	779	...	906	74	6,389	16,398	5	22,866
Patna " ...	...	3	1	1	5	332	8,185	32,451	75	41,043
Bhagulpur " ...	...	2	1,945	...	1,947	109	4,044	21,524	......	25,677
Orissa " ...	...	...	204	...	204	26	4,627	14,130	596	19,379
Orissa Tributary Mehals ...	...	...	......	...	......	......	149	497	......	646
Chota Nagpore Division ...	...	157	4,081	...	4,238	175	2,999	15,152	72	18,398
Total ...	8	321	8,555	8	8,892	2,413	127,238	318,319	1,813	449,783

* No return for 13,875 pupils of 184 *unaided* schools in Calcutta.

Distribution of Government, Aided, and Inspected Schools in the several Districts and Commissionerships under the Government of Bengal.

1		2	3	4	5	6	7	8
COMMISSIONERSHIPS.	Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on 31st March 1874.	Average number of square miles to each school.	Percentage of schools to population.
Burdwan	Burdwan	Bengali	3,523	2,034,745	744	26,783	4·70	·036
	Bankoora	Bengali	1,346	526,772	418	10,562	3·22	·070
	Beerbhoom	Bengali	1,344	695,921	249	8,429	5·39	·035
	Midnapore	Bengali, Uriya, and Santhali	5,082	2,540,963	1,801	35,023	2·82	·007
	Hooghly	Bengali	1.424	1,488,556	373	18,208	3·86	·020
	Total		12,719	7,286,957	3,585	99,005	3·54	·049
Presidency	24-Pergunnahs	Bengali	2,788	2,210 047	1,503	49,861	1·85	·068
	Nuddea	Bengali	3,421	1,812,795	560	20,142	6·14	·031
	Jessore	Bengali	3,658	2,075,021	770	24,564	4·75	·037
	Total		9,867	6,097,863	2,833	94,567	3·48	·046
Calcutta	Calcutta	Bengali	8	447,601	331	24,156	·02	·007
Rajshahi	Moorshedabad	Hindi and Bengali	2,578	1,353,626	458	12,674	5·65	·033
	Rajshahi	Bengali	2,234	1,310,729	286	9,854	7·80	·022
	Dinagepore	Bengali	4,126	1,501,924	489	8,097	8·40	·032
	Maldah	Bengali	1,813	676,426	123	4,246	14·00	·018
	Bogra	Bengali	1,501	689,467	113	3,652	13 28	·016
	Rungpore	Bengali	3,476	2,149,972	470	9,374	7·40	·020
	Pubna	Bengali	1,966	1,211,594	293	9,872	6·70	·020
	Total		17,694	8,893,738	2,232	57,769	7·90	·020
Kuch Behar	Julpigoree	Bengali	2,906	418,665	84	2,043	34·50	·020
	Darjeeling	Hindi, Bengali, Bhutia, Lepcha, and Nepalis.	1,234	94,712	43	964	28·60	·040
	Total		4,140	513,377	127	3,007	32·59	·01
Dacca	Dacca	Bengali, Urdu, Munipuri, and Armenian.	2,897	1,855,993	435	19,303	6·70	·020
	Burrisaul	Bengali	4,066	1,885,196	463	12,110	8·78	·024
	Fureedpore	Bengali	2,365	1,515,821	309	10,875	7·60	·020
	Mymensingh	Bengali	6,293	2,349,917	314	10,853	20·04	·013
	Sylhet	Bengali	5,440	1,719,539	202	6,766	26·93	·011
	Total		21,061	9,326,466	1,723	59,907	12·17	·019
Chittagong	Chittagong	Bengali	2,498	1,127,402	193	7,796	12·90	·070
	Tipperah	Bengali and Tipperah	2,655	1,533,931	272	9,250	9·77	·017
	Noakholly	Bengali	1,557	713,934	183	5,727	8·50	·026
	Chittagong Hill Tracts	Hill dialects	6,882	69,607	8	93	2,294·00	·004
	Total		13,592	3,444,874	651	22,866	581·29	·001

Distribution of Government, Aided, and Inspected Schools in the several Districts and Commissionerships under the Government of Bengal.—(Continued.)

	1	2	3	4	5	6	7	8
COMMISSIONERSHIPS.	Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on 31st March 1874.	Average number of square miles to each school.	Percentage of schools to population.
Patna ...	Patna	Hindi and Hindustani	2,101	1,559,638	280	6,891	7·59	·002
	Shahabad	Hindi and Hindustani	4,385	1,723,974	271	5,390	16·18	·002
	Gya	Hindi and Hindustani	4,718	1,949,750	446	8,139	10·50	·002
	Sarun	Hindi and Hindustani	2,654	2,003,860	326	7,066	8·00	·002
	Chumparun	Hindi	3,531	1,440,815	178	3,450	19·83	·001
	Tirhoot	Hindi, Hindustani, and Tirhuta ...	6,343	4,384,706	523	10,370	12·10	·001
	Total ...	... .	23,732	13,122,743	2,024	41,306	11·70	·002
Bhagulpur ...	Bhagulpur ...	Tirhuta, Hindi, and Hindustani ...	4,327	1,826,290	244	6,270	17·73	·01
	Monghyr	Hindi and Hindustani	3,913	1,812,986	232	6,253	16·86	·01
	Purneah...	Hindi	4,957	1,714,795	337	6,799	14·70	·02
	Sonthal Pergunnahs...	Hindi and Bengali	5,488	1,250,287	278	6,355	19·74	·02
	Total ..	....	18,685	6,613,358	1,091	25,077	17·13	·02
Orissa	Cuttack	Uriya	3,178	1,494,784	528	9,609	6·00	·350
	Pooree	Uriya	2,478	769,674	171	4,095	14·40	·022
	Balasore	Uriya	2,066	770,282	206	5,692	10·02	·020
	Total ...	.. .. ..	7,722	3,034,690	905	19,896	8·54	·030
Chota Nagpore	Hazareebagh	Hindi	7,021	771,875	148	3,125	47·43	·019
	Lohardugga	Hindi	12,044	1,237,123	197	4,895	61·13	·015
	Singbhoom	Hindi and Bengali	4,503	415,023	80	4,928	56·28	·019
	Manbhoom	Bengali	4,914	995,570	194	5,450	25·32	·019
	Total ...	....	28,482	3,419,591	619	18,398	46·01	·018

RESOLUTION

Of His Honor the Lieutenant-Governor on the Report on Public Instruction in Bengal for the year 1873-74.

THE Lieutenant-Governor is compelled to express his concern at the delay which has attended the submission of this report. The report of the Director should be in the hands of Government by the beginning of October at latest, in order to allow of the educational progress of the year being reviewed before the subject has lost its interest. The present report, which is submitted in February 1875, refers to the examinations held by the Calcutta University in December 1873—a topic which is now altogether out of date, another series of examinations having subsequently been held.

2. The Lieutenant-Governor is aware that on this occasion the Director of Public Instruction has had extraordinary difficulty in obtaining all the data required from the various authorities who have to be consulted, and that the emergent avocations of 1874 have in many districts interfered with the punctuality usually manifested by the local officers. But Sir Richard Temple must remind all officers concerned, both civil and educational, that in the coming official year, and on ordinary occasions, promptitude in submitting educational returns is very important, and will, he is sure, be secured by their efforts and attention.

3. The scheme for the extension of primary education, which was inaugurated by Sir George Campbell's Resolution of the 30th September 1872, has made considerable progress during the year under review. At the end of 1872-73 the total number of primary schools of all classes was 8,253, of which 5,575 were aided pathsalas under the new scheme: on the 31st March last the total number had risen to 12,229, of which 9,645 were pathsalas subsidised under the orders of 1872. It thus appears that the number of the new pathsalas has largely increased, while that of other primary schools shows a slight diminution. The number of children under instruction in primary schools was 303,437, against 205,939 in the preceding year.

4. The policy which the Lieutenant-Governor desires to pursue on the question of primary education has been set forth in the Minute which he has lately recorded on the subject. He is anxious to work out that policy on the lines so well laid down by the late Lieutenant-Governor, and to build up the system on the foundation previously established. He is desirous that while the district officers should retain the executive management of primary schools, they should avail themselves to the full of the advice and co-operation of the Circle Inspectors. The Magistrate will be the better judge of local requirements, but the educational officers have an extensive professional experience, which will be useful in correcting errors and supplying deficiencies. To attain successful results in this important branch of national education, it is essential that the civil and educational departments should work hand in hand. It is not the wish of the Lieutenant-Governor that any rural schools should be left unaltered and unimproved, with inefficient teachers and imperfect methods of instruction; nor, on the other hand, that attempts should be made to introduce a standard which will divest the schools of their elementary character. The most effectual method of improving these indigenous schools, while maintaining them as places of really primary education, will be found to lie in the introduction of a system of paying according to results. The Lieutenant-Governor has read with much interest the account of the success which Mr. Harrison, the Magistrate of Midnapore, has attained by adopting this principle. The Lieutenant-Governor desires to commend these paragraphs of the present report to the consideration of all officers into whose districts it may be practicable to introduce a similar system.

5. It is satisfactory to observe that the newly aided pathsalas are attracting, in some measure, a section of the community whom the former efforts of

our educational officers had failed to reach. Of the Mahomedan children under instruction, no less than 87 per cent. were studying in primary schools. The proportion of Mahomedan boys at school is still far lower than could be wished; but the experience of the last ten years shows that the education given in the pathsalas is one which they will accept more readily than they will any other.

6. The Lieutenant-Governor desires to call the attention of district officers and committees to the remarks at page 14 of the report, on the necessity of regulating the age of the boys who may be elected to primary scholarships.

7. Secondary instruction is imparted in the middle and higher schools, which, during the year under review, contained 449,873 pupils, of whom 13,603 were girls. But there would appear to be some error in these figures, as at page 68 of the report the whole number of girls under instruction is stated to be 12,202, and above one-third of these are in the primary schools. Of the entire number of pupils in the middle and higher schools, more than one-half were in the lower section of the primary stage: that is to say, they were still unable to read, write, and understand easy sentences in their vernacular tongue. The Lieutenant-Governor would ask the Director to consider whether it would not be possible to apply a check to this by the institution of some kind of entrance examination. It might not be desirable to interfere with aided schools, but in zillah schools, at any rate, a rule might be made that no boy shall be admitted who cannot read and write his mother tongue. The necessary elementary instruction would then be given, as it should be given, in schools of a lower class, and boys would proceed from these schools to the zillah school. There appears a waste of power in employing well-paid and highly-educated masters, such as form the staff of our zillah schools, to teach little children the alphabet.

8. The Government and aided middle schools show a slight decrease of number as compared with the previous year, but an increase in the number of pupils: the unaided schools of the same class show a considerable increase in the number both of schools and of pupils. The State expenditure upon middle schools diminished from Rs. 2,92,747 to Rs. 2,74,010. At the vernacular scholarship examination, which is the educational goal of the middle class vernacular schools, there were 4,218 candidates, of whom 2,607 passed the examination and 216 obtained scholarships. The standard for the middle class English schools is that laid down for the minor scholarship course, and at the examination for minor scholarships the candidates were 1,121, of whom 796 passed and 100 obtained scholarships.

9. Of the higher schools, which teach up to the University Entrance examination, the number diminished from 171 to 165. The gross expenditure was nearly the same as in the previous year, but the State contribution showed a reduction of Rs. 16,076.

10. Pages 30 to 32 of the report contain a summary of some remarks by the Inspector of the Presidency Circle on the State provision for the education of European and Eurasians in Calcutta. Mr. Clarke believes that there are about 800 European and 5,000 Eurasian children of a school-going age whose parents are in receipt of incomes below Rs. 300 a month. For those whose incomes vary from Rs. 80 to Rs. 300, there are, in Mr. Clarke's opinion, sufficient suitable schools already, and no interference by Government is necessary. The difficulty lies in providing education for children of the poorest class, whose parents earn less than Rs. 80 per month. Mr. Clarke considers that this class could be best assisted by Government paying a portion of the fees for them at the Free School, or at some similar institution. The whole subject is under the separate consideration of Government.

11. The number of candidates at the University Entrance examination of December 1873 was 2,544, being an increase of 400 over the previous year. Of these, 2,099 were from Bengal, but only 640 of these succeeded in passing; and it is evident that many students were allowed to present themselves who ought to have remained at school for another year. From the schools of the Dacca Division, only 70 candidates passed out of 272; from Patna 26 out of 134; and from Bhagulpore 10 out of 60. On the other hand, the

Orissa schools succeeded in passing 13 candidates out of 20, and from Calcutta there were 458 candidates, of whom 194 passed.

12. The Lieutenant-Governor has noticed the remarks at page 28 of the report regarding the departmental examination in surveying and physical geography. The opinion of Government on this subject has already been communicated to the Director. The Lieutenant-Governor is not prepared to admit that a theoretical knowledge of mensuration and surveying is an adequate substitute for a practical acquaintance with the use of survey instruments in the field, and he desires that boys may be encouraged to keep up this practical training.

13. The reports of the Commissioners and Circle Inspectors, summarised in the report, tend in general to show that the condition of higher and middle schools is not satisfactory. The Lieutenant-Governor requests that the Director will be good enough to offer separately, for the Lieutenant-Governor's consideration, some remarks upon this, accounting for the decline of these schools and suggesting some remedies.

14. There are ten Government colleges and high schools and five aided colleges, besides the unaided colleges of La Martiniere, Serampore, and the Doveton College, for those students who have passed the University Entrance examination. Of the Government institutions, only four at present teach the entire course for the B.A. degree; the instruction at the others being limited to the standard prescribed for the First Examination in Arts. The Lieutenant-Governor has expressed his willingness to reconstitute the 3rd-year and 4th-year classes at the Kishnaghur College, and to supply half the necessary expense as a contribution from the State on the condition that the other half is raised by subscriptions from residents, or from the general public. His Honor deems it of much importance that all reasonable facilities for completing the academical course should be afforded to students; and he trusts that the measures now in progress for restoring the Kishnaghur College to its former status will be successfully carried out.

15. There has been some falling off in the attendance at the ten Government institutions, with the exception of the Sanskrit College, at which the numbers have been stationary, and the Cuttack High School, which shows a slight increase compared with last year. This falling off, however, is fully accounted for. It does not arise from any want of appreciation of the advantages of higher education, but is owing to the fact that an increasing proportion of students, after passing the Entrance examination, devote themselves to the study of medicine or of civil engineering. The same tendency, His Honor remarks, is observable among the holders of senior scholarships, among whom the science course of the University is very generally preferred to the alternative literature course.

16. In the Government colleges and high schools, 669 pupils were educated at an average cost to Government of Rs. 269 for each student. The cost in the different institutions varied very much. In the Berhampore College it was as high as Rs. 1,103; in the Hooghly College, which is mainly supported from the endowment of Mahomed Mohsin, the cost to Government for each student was only Rs. 26½. Taking the Government institutions and the aided colleges together, the entire cost per annum of each pupil was Rs. 428, of which Rs. 220½ were contributed by Government and Rs. 207½ were derived from fees and endowments.

17. There was a diminution in the number of candidates at both the First Arts examination and the B.A. examination of the University. This is attributable to the cause which has already been noticed as having operated to diminish the number of matriculated students at colleges and high schools.

18. Besides the ordinary course prescribed by the University, professional instruction is given in Government institutions in law, medicine, and civil engineering. Law is taught to candidates for the B.L. degree and to students who desire to qualify themselves for admission to the pleadership examination. The number attending the law classes decreased greatly during the year; and though an arrangement has since been made, by which it was hoped that the

classes for first-year students could still be maintained, it seems probable that the classes will have to be abandoned everywhere except at the Presidency College. The medical instruction, on the other hand, is increasing in popularity, and the results of the year were very satisfactory in both the English and the vernacular classes, the number of students showing a large increase at a diminished cost to the State. Since the close of the year a new medical school has been opened at Patna, and the Lieutenant-Governor hopes to be able to open another at Dacca in June next. The Presidency College classes in civil engineering also showed a large accession to the number of students, which made it necessary to add to the staff of lecturers; while the increase in the fee collections enabled this to be done without any addition to the Government expenditure. The number of pupils in the Calcutta School of Art rose during the year from 74 to 129, and the Principal acknowledges with gratitude the encouragement which His Excellency the Viceroy has afforded to the school.

19. This growing appreciation of the advantages of technical education appears to the Lieutenant-Governor to be a sign of healthy national progress, upon which the country may fairly be congratulated. It will be His Honor's wish to encourage the development of this spirit by opening new schools of this class where a demand for them exists, and by supplying additional teachers to the present institutions. The Lieutenant-Governor would impress upon all concerned that one main object of scientific and technical education is to enable the rising generation in Bengal to earn their own living in practical pursuits, such as mechanics, engineering, surveying, mensuration, the higher branches of agriculture, the special culture of valuable products, and the like; instead of betaking themselves, as at present, to the law and to the public service in such numbers as to overstock those professions. In urging this upon the people, the Lieutenant-Governor only desires to open to them fresh fields for their industry, new avenues for their ambition, additional means for their attainment to wealth and happiness.

20. The orders of the 31st July 1873 contemplated the establishment of a first grade normal school for each division (except Cooch Behar and Chota Nagpore) and a lower grade normal school for each district: all the stipends at lower grade normal schools being allotted to gurus and to boys who were training as primary schoolmasters. Experience has now shown that this scheme is unnecessarily expensive. The Lieutenant-Governor considers it important that the pathsala gurus should have opportunities of receiving normal school instruction; but he is satisfied that this may be done at a lower cost than is now incurred. The question is under consideration, and detailed instructions will be issued hereafter.

21. It has been noticed above that pathsala education appears better fitted to, or at all events more readily accepted by, the Mahomedan population than the instruction given in other kinds of Government and aided schools. According to the report, the Mahomedans form about one-fifth of the whole number of pupils upon our school rolls; but the Lieutenant-Governor is unable to reconcile these figures with those given at page 24 of the report. Nor do the figures in the table given on page 63 agree with the remarks of local officers in the succeeding paragraphs.

22. Under recent orders Mahomedan education has been encouraged by founding madrasahs, by opening Persian and Arabic classes at some zillah schools, and by paying from the Mohsin Fund part of the fees of the pupils. These measures were explained in the Government Resolution of the 29th July 1873—a Resolution which has an important bearing on the question of Mahomedan education, but which is not alluded to by the Director in the present report. The madrasah at Dacca, which has been opened under these orders, has made a successful beginning; but the Lieutenant-Governor understands it to be the opinion of local officers that throughout the Lower Provinces generally the efforts made by Government for the furtherance of Mahomedan education have not as yet produced all the results that are to be hoped for. Considerable progress, however, has been made, and it is admitted that the Mahomedan community recognize the fact that it is the anxious desire of Government to encourage and

foster their improvement. It may be hoped with some confidence that the progress will be steady and permanent; that the muktabs will gradually be moulded into true primary schools; and that the middle and upper classes of Mahomedans will show more and more readiness to avail themselves of the advantages of our higher education.

23. With regard to female education, the report is not so encouraging as the Lieutenant-Governor had expected to find it, after all he has heard from well-informed native gentlemen of the marked progress in this respect among the upper classes. The total number of girls under instruction was 12,202, of whom 7,586 were in girls' schools and 4,616 were attending schools, principally pathsalas, for boys. The Lieutenant-Governor is inclined to think that the agency at our disposal may sometimes be more completely utilized. He observes it stated, on the same* page of the report, that the Female Normal School at Boalia has three or four students who could well take charge of girls' schools, but that no opportunities have offered of employing them; and a few lines lower down, that there is an adult female school in the town of Dacca which is not successful owing to the difficulty of getting a female teacher who knows Bengali well. The most successful girls' schools appear to be those connected with missions. The convent school at Bankipore, and the mission schools at Bhagulpore and in the Orissa and Chota Nagpore Divisions, are reported to be well attended and efficient. In three districts of the Dacca Division there are zenana education associations for the instruction of grown-up girls of the upper classes. But though the Inspector recommends these associations for support, on the ground that it is worth while to use such machinery as exists, the Lieutenant-Governor feels some doubt whether additional public money (beyond that which is already being spent) can be devoted to them while so many urgent requirements remain unsatisfied for want of funds. The existing grants to these associations must, of course, be maintained for the present; but the Lieutenant-Governor (as at present advised) cannot promise to extend State assistance to other institutions of this nature unless they are open to inspection by the officers of Government. With this reservation, however, the Lieutenant-Governor is anxious to afford State assistance to female education everywhere. So much appreciation of this important subject appears to be evinced by the upper classes, that the Lieutenant-Governor cannot but hope that its beneficial influence will, as it were, percolate downwards, till it gradually permeates the majority of the population.

* Page 70.

24. The Lieutenant-Governor desires to express his sense of the value of the services rendered to the cause of education during the year by Mr. J. Sutcliffe, Principal of the Presidency College (who has been temporarily officiating as Director), Mr. C. B. Clarke, Inspector of the Presidency Circle, Mr. A. W. Croft, Inspector of the Eastern Circle, and Baboo Bhu Dev Mookerjea, Inspector of the Rajshahye Circle. He is gratified to observe that Commissioners and District Officers have shown much interest in education, and his special thanks are due to those non-official members of district school committees whose time and energies have been devoted to the assistance of the officers of the Educational Department. The successful working of the pathsala system under Mr. Harrison, the Collector of Midnapore, has been remarked on above, and the Lieutenant-Governor notices with much approval the administrative ability and careful attention to details which have characterised Mr. Harrison's management.

25. The Lieutenant-Governor is much indebted to Mr. Atkinson, the Director, for valuable advice and information, especially in regard to high education; and congratulates him on the general condition and progress of the Government colleges and schools throughout the provinces under the Government of Bengal.

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1875-76.



Calcutta:
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1876.

INDEX

TO THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION.

REPORT

PUBLIC INSTRUCTION IN BENGAL,

1875-76.

GENERAL SUMMARY.—The returns of education for the year ending 31st March 1876 continue to show, as in the previous year, progress of a very steady and satisfactory kind. The comparatively depressed and backward state of education which characterised the year 1873-74 gave place in the following year to the most hopeful signs of progress, signs which have been fully confirmed during the year under report. Primary education continues to advance with rapid and, what is still better, with secure steps; English education of the middle class shows a very considerable expansion; while instruction of a higher kind, if it exhibits no striking increase, yet manifests the sound development of a system well known and valued by the people of Bengal. In special and technical instruction, also, progress is to be recorded, though it is not in every respect so marked. New medical schools and schools for surveying have been opened, with large accessions of pupils; on the other hand, the Engineering College is stationary; while the law departments of the various colleges show a considerable decrease in the numbers of their pupils. GENERAL SUMMARY.

2. The following table concisely summarises the returns for the past two years:—

Class of Instruction.	1875. Schools.	1875. Pupils.	1876. Schools.	1876. Pupils.
General Instruction—				
Government institutions ...	257	23,904	259	24,208
Aided ditto ...	14,722	407,269	15,142	440,545
Private ditto ...	2,877	81,047	2,358	66,111
Special instruction	84	5,019	91	4,940
Total	17,940	517,239	17,850	535,804

3. As was pointed out in the report for last year, these figures need to be corrected by separating from them the returns of unaided indigenous patshalas. Schools of this class come and go; no accurate census can be taken of them with the means ordinarily at our command; and the fluctuations which the figures exhibit from year to year and from district to district afford no measure of the actual condition of education of this sort. For example, in the report for 1874-75 it was stated that, through increased diligence on the part of inspecting officers, the returns of indigenous education showed an increase of 964 schools and 18,008 pupils. On the other hand, the number fell from 2,356 schools with 52,545 pupils in 1875 to 1,890 schools with 40,219 pupils in 1876; that is, the present returns show a decline of 466 schools and 12,326 pupils compared with those of the previous year. It is not to be supposed that either return gives anything like a trustworthy account of the condition of indigenous education; and the only effect of the inclusion of these large figures is to make educational totals useless for purposes of comparison. Separating them, therefore, we may express the net results of organized education for two years as follows:—

	Schools.	Pupils.
On 31st March 1875	15,584	464,694
On 31st March 1876	15,960	495,585

These figures show a gain of 376 schools and of 30,891 pupils. In the previous year the gain was 1,050 schools and 36,015 pupils: figures which show that, while the opening of new schools has not gone on (as it could not in the absence of fresh funds) with the same rapidity as in the previous year, yet that existing schools have largely added to the number of their pupils. In other words, the figures show the increasing stability of the system of education now in force.

GENERAL SUMMARY.

4. Of this large increase of nearly 31,000 pupils, the aided patshalas must be credited with the chief share, or nearly 28,000, showing an increase of nine per cent. in the number of their pupils. In education of higher kinds the increase is only two per cent.; while in last year's report it was shown to have advanced at an even pace with primary education. The reason of this comparative arrest of progress in middle and higher education is to be found in the fact that private schools of nearly all kinds have suffered diminution during the course of the year, the numbers having fallen from 521 schools with 28,502 pupils to 468 schools with 25,892 pupils; in which figures the returns of indigenous schools of the lowest class are not included. If we consider only those schools (above the rank of patshalas) that are supported by Government, we find that they show an increase of 6,000 pupils, or five per cent. on the total number.

5. The following table exhibits in detail the proportion of pupils undergoing instruction of different kinds; the pupils of indigenous patshalas are excluded:—

Class of Instruction.	Number of Pupils.		Percentage.	
	On 31st March 1875.	On 31st March 1876.	In 1875.	In 1876
Colleges	1,241	1,404	·3	·3
Higher English Schools	30,800	32,529	6·6	6·5
Middle English	31,757	34,072	6·8	6·9
Middle Vernacular	51,547	51,486	11·1	10·4
Lower „	334,153	*360,728	71·9	72·8
Female	10,177	10,426	2·2	2·1
Special	5,019	4,940	1·1	1·0
Total	464,694	495,585	100·0	100·0

English scholars, taken all together, occupy precisely the same proportion of the increased educational total as in the previous year, namely, 13·7 per cent. Those under vernacular instruction show very nearly the same percentage as before, namely, 83·2 per cent. against 83 per cent. It will be noticed that, of this group, the pupils of middle vernacular schools show an actual diminution of numbers compared with the previous year. This is really, however, a result of the recent definition of a class of schools intermediate between middle schools and primaries; many of those previously included in the middle class but not up to that standard have been attracted by the scholarships now set apart for intermediate schools, and have included themselves in their ranks; they are consequently classed in these returns for the first time as lower vernacular schools.

Female education in purely girls' schools shows a very slight advance, but it is satisfactory to find that the number of girls receiving instruction in boys' schools continues to increase rapidly from year to year. The falling off in special instruction is chiefly due to large reductions in normal schools.

6. The following table summarises the expenditure for two successive years:—

Class of Instruction	Year ending 31st March 1875.		Year ending 31st March 1876.	
	Government expenditure.	Total expenditure.	Government expenditure.	Total expenditure
	Rs.	Rs.	Rs.	Rs.
University	......	69,000	......	76,000
Colleges	2,18,000	3,74,000	2,23,000	3,88,000
Secondary education	4,79,000	13,16,000	5,00,000	13,94,000
Primary „	4,43,000	7,88,000	4,35,000	8,12,000
Scholarships	†1,15,000	1,24,000	†1,30,000	1,42,000
Female education	68,000	1,82,000	71,000	1,93,000
Special „ (including scholarships)	4,06,000	5,30,000	4,29,000	5,43,000
Miscellaneous	1,79,000	1,93,000	2,46,000	2,72,000
Superintendence	3,51,000	3,51,000	3,69,000	3,69,000
Total	22,59,000	39,27,000	24,03,000	41,89,000

The year therefore shows an increase of Rs. 1,44,000 in Government expenditure, and of Rs. 2,62,000 in total expenditure. With the exception, indeed, of primary instruction, every department of education is marked by increased cost, the chief items of which will now be noticed.

7. Colleges show an apparent increase of Rs. 5,000 in Government expenditure and a total increase of Rs. 14,000. But the increase of Government expenditure is only apparent, the salary of a professor in the Hooghly College, amounting to Rs. 4,800, having been accidentally omitted from the returns of the previous year. A sum of Rs. 4,000 was spent in providing Patna College with scientific apparatus, and an additional professor increased the cost of Dacca College by Rs. 5,000. On the other hand, Rs. 11,000 were saved in Presidency College by the appointment of officers in the lower grades of the department as professors. Aided colleges show an increased expenditure of Rs. 2,000, arising chiefly from the grant of aid to the Doveton College during the year.

* Including 3,495 pupils of unaided lower vernacular schools other than patshalas, tols, and maktabs.
† Exclusive of scholarships held in schools for special instruction.

8. Secondary instruction involved an additional cost to Government of Rs. 21,000, while the total additional expenditure was as high as Rs. 78,000; a satisfactory indication of the readiness of the people to pay for education of this order. Indeed, this class of instruction approaches the self-supporting stage more nearly than any other; the private contributions holding to the Government expenditure the ratio of 9 to 5. Nearly the whole of the additional expenditure under this head arises from aid largely given during the year to English schools of the middle class; the Government expenditure upon these schools having increased by Rs. 20,000, and the private expenditure by Rs. 30,000. Similarly, aided schools of the higher class show an additional expenditure by Government of Rs. 2,300; while, on the other hand, the cost of Government higher class schools has been reduced by Rs. 5,600. Middle vernacular schools, Government and aided, show an increased cost of Rs. 3,500. GENERAL SUMMARY.

9. The decrease of Rs. 8,000 in the cost to Government of primary education may be altogether explained by the peculiar circumstances of the Dinagepore district. In May 1875 the Magistrate detected gross irregularities in the management of the patshalas, by which money had long been drawn for schools that had ceased to exist. One Sub-Inspector was prosecuted, another resigned, and the Deputy Inspector was transferred. The Magistrate stopped the grant to every patshala of whose existence he was not convinced, with the result that nearly Rs. 10,000 less than in the previous year was expended on the primary education of the district.

It will be noticed that the total expenditure on primary education has increased by Rs. 24,000, and, therefore, that the local contributions towards the support of the patshalas have increased by Rs. 32,000.

10. Scholarships (excluding those held in special schools) show an increased expenditure of Rs. 15,000, of which Rs. 4,000 were spent additionally upon senior and junior scholarships tenable in colleges, Rs. 5,000 upon minor and vernacular scholarships tenable in higher class schools, and Rs. 6,000 upon primary scholarships tenable in middle schools. The cost of scholarships has been continually increasing since 1872, when the number of scholarships was increased. As a portion of these, namely, the vernacular, run for four years, the rules of 1872 have only now attained their full effect upon the expenditure. None of the newest class or intermediate scholarships have yet been awarded.

11. A slight additional expenditure of Rs. 3,000 has been incurred by Government in supporting girls' schools; while the increase from local sources has amounted to Rs. 8,000. This branch of education shows little vitality or progress.

12. The comprehensive department of special instruction shows an increased expenditure of Rs. 23,000, explained as follows. The Medical College shows an increased cost of Rs. 40,000, madrasahs of Rs. 2,000, law departments and scholarships of Rs. 1,000. Reductions have been made to the amount of Rs. 3,000 in the Civil Engineering Department of the Presidency College, of Rs. 3,000 in vernacular medical schools, of Rs. 3,000 in other technical schools, of Rs. 2,000 in the school of art, of Rs. 2,000 in normal schools, and of Rs. 7,000 in the civil service classes now abolished.

13. The large increase of cost in the Medical College was due chiefly to circumstances beyond the control of the department, and is in no sense an increase of expenditure debitable to the educational budget. The Government of India has ruled that the whole salaries of medical officers, who are employed as professors in the Medical College, shall be debited to the College; and it so happened that, during the year 1875-76, officers of higher rank, and drawing higher pay, have occupied the chairs of Anatomy and Materia Medica. This fact explains an increase of Rs. 4,888. Again, in the previous year's returns, one-fourth of the salaries of the six professors was debited to the Hindustani class, now removed to Patna: the whole cost is now charged to the English department, causing an increase of Rs. 16,227. The pay and ration-money of hospital apprentices shows a further increase of Rs. 5,374: furniture for the museum, book allowances, and medal allowances account for Rs. 2,500; while fee-receipts (owing to the transfer of the Hindustani class to Patna) show a falling off of nearly Rs. 4,000—a deficiency which has had to be made up by Government.

14. The large increase of Rs. 67,000 in miscellaneous expenditure is thus explained. The charge for abolished schools, which forms a separate item, has increased by Rs. 7,000, while there is a diminution of expenditure to nearly the same amount in "sundries." The whole increase of cost is, in fact, due to buildings, of which the heaviest items are these:—minor works, Rs. 15,000; School of Art, Rs. 12,000; Campbell Medical School, Rs. 42,000; Presidency College, Rs. 11,000; Colootollah Branch School, Rs. 26,000; St. James' School, Rs. 10,000; Hooghly College Laboratory and Botanical Gardens, Rs. 7,000; Temple Medical School, Rs. 6,000. The list is furnished by the Public Works Department, but several items are merely adjustments of expenditure incurred long since, and only now charged.

15. Superintendence shows an increase of Rs. 18,000. Of this sum, Rs. 7,000 belongs to direction, and may be partly explained by the fact that the Director was on leave for three months, and the salaries both of himself and of his substitute were incurred for that time. The remaining sum of Rs. 10,000 is chiefly due to the increased cost of grading the Deputy and Sub-Inspectors, which took place during the year under report.

GENERAL SUMMARY.

16. To the whole cost of education Government contributes 57 per cent. of the expenditure, and the people 43 per cent. The higher English education that leads to the entrance examination is that to which the people contribute the greatest share, namely, 70 per cent. of the total cost; to middle English education 63 per cent., or the same proportion as they pay towards female education. For middle vernacular education they contribute 55 per cent., and 46 per cent. to the patshalas. Of collegiate and special education, the chief cost is borne by Government, the people's share being 42 per cent for the former, and 21 per cent. for the latter.

17. The following table shows the number of boys per thousand, who are known to be at school in each division of Bengal, the proportions for two successive years being compared. Those for 1874-75 have been corrected from last year's report in accordance with the transfers of districts from one division to another that have since been made:—

	Number of pupils per thousand of the population.	
	In 1875.	In 1876
Burdwan	14·8	16·4
Presidency ...	15·5	15·7
Calcutta	49·0	46·7
Rajshahye	6·2	6 0
Dacca	7·3	8·3
Chittagong	7·8	8·1
Patna	3·8	4·6
Bhagulpore	4·4	4·7
Chota Nagpore	7·0	7·1
Orissa	6·7	6·6

18. The chief areas of increase are the Burdwan, Patna, and Dacca divisions, which contribute 11,500, 11,000, and 8,000 new pupils respectively. In the Burdwan division, Midnapore district takes the lead, having added under its special system of primary instructions more than 8,000 pupils to its schools: it now stands at the head of all the districts of Bengal, with 49,733 children known to be at school, a proportion of just 20 per cent. of the total population of the district. In Patna division, the large increase has been spread nearly equally over all the districts. In the Dacca division, the districts of Dacca and Backergunge are mainly to be credited with the increase. The Rajshahye division shows a loss of 1,400 pupils, entirely due to the catastrophe in Dinagepore; and the Bhagulpore division a gain of 2,000. The latter division would have shown a much larger increase, but that the Magistrate of Purneah, with the full concurrence of the Inspector, reduced a large number of unpromising patshalas, with the object of establishing the whole system of education on a firmer basis. The variations in other parts of Bengal are chiefly due to the returns of unaided schools, more or less vigilantly sought after from year to year. This circumstance explains the decrease in Calcutta.

19. The following statement shows the class of instruction reached by the pupils in all schools (excluding Madrasahs and technical schools), understood as follows:—In the *upper* stage are included boys who have reached the standard taught in the first and second classes of a school that prepares candidates for the entrance examination. The *primary* stage includes all those who have not attained the third class standard of a school teaching the vernacular scholarship course; and it is divided into two sections, the first (Lower A.) comprising those who can read, write, and understand easy sentences in their mother-tongue; the second, those who cannot yet read, write, and understand easy sentences in their mother-tongue. The *middle* stage includes all pupils whose progress is between the primary stage and the upper stage. These are the old standards of the Education Department, but they need re-adjustment. For example, the Lower A. branch of the primary stage is defined as corresponding with the third class of a Middle school; but this latter is identical with the intermediate standard, and therefore should not be reckoned as part of primary instruction.

20. The following are the figures:—

	Numbers.		Percentages.	
	1875.	1876.	1875.	1876.
Upper stage	6,070	6,841	1·3	1·3
Middle "	42,408	46,484	8·7	8·8
Lower A.	171,440	181,516	35·0	34·5
Ditto B.	266,717	291,584	55·0	55·4

GENERAL SUMMARY.

The increased proportion of these in the lowest stage of all, is a result that necessarily follows from any large increase in the number of pupils, such as has taken place in the year under report. These pupils enter the schools in the lowest class, and have to be taught the rudiments for the first year or two.

21. These results may be exhibited in detail for each class of schools. Higher schools teach little children who are ignorant of the alphabet: consequently, the larger proportion of pupils in such schools will be in the middle and primary stages; and a similar remark applies to middle schools. It will be convenient to compare from year to year the stage of instruction attained by pupils in each class of schools. The following table shows the percentages for the year under report:—

Class of Instruction.	Higher English Schools.	Middle English Schools.	Middle Vernacular Schools.	Lower Vernacular Schools.
Upper stage	20·1	......	.....	....
Middle „	47·2	32·7	24·7	1·2
Lower A.	24·7	43·3	39·3	33·6
Ditto B.	8·0	24·0	36·0	65·2

22. I have to record the loss of a large number of educational officers during the year under report. In eight months, seven members of the 33 then in the department died: Mr. J. M. Scott in August, Baboo Peary Churn Sircar in September, 1875; Mr. W. S. Atkinson and Mr. S. Lobb in January, Mr. W. G. Willson and Mr. J. Chambers in February, and Mr. R. Thwaytes in March 1876.

23. Mr. J. M. Scott entered the Educational Department as Professor in the Engineering Department in 1864, and was promoted to the 3rd grade of the department in 1869. He was taken seriously ill in May, and, with the hope of recovering his health, went on a voyage to Australia, but died at sea in August. He published two books on surveying, which were extensively used when surveying was made necessary for scholarships in the schools and colleges of Bengal.

24. Baboo Peary Churn Sircar entered the Educational Department in 1841. He rose through the subordinate ranks, and became head master of the Baraset school, which flourished greatly under his judicious control. He was next appointed head master of the Hare School, and in 1867 was promoted to the graded service, and appointed to the Presidency College. His series of English Readers was for many years used in schools throughout the length and breadth of Bengal. As a teacher and as an author he was eminently successful.

25. Mr. W. S. Atkinson, the late Director of Public Instruction, came to India as Principal of the Martiniere in December 1854, and was appointed Director of Public Instruction in May 1860. The progress of public instruction had received an immense impulse by the great educational despatch of 1854, but was retarded by the mutiny in 1857, and by the subsequent necessity for rigid economy. Still, the seeds of a future harvest were sown, which bore fruit beyond all expectation. When Mr. Atkinson began his career in 1861, there were 1,058 candidates for the University Entrance examination, 163 for the First Arts, and 39 for the B. A. In 1875 there were 2,330 for the Entrance, 575 for the First Arts, and 217 for the B. A. Hence, during the fifteen years of his administration, the number of pupils for the Entrance was more than doubled, for the First Arts was more than trebled, and for the B. A. was multiplied nearly six-fold. The increase in the candidates for degrees in Law, Medicine, and Engineering was also great. When he commenced his work, the supply of candidates for these three professions was inadequate to the demand; when he died, these great departments were all overstocked. In 1865 by his exertions the graded service was established, and some of its chief members were selected by him. To Mr. Atkinson the department owes its chief pillars, Messrs. Clarke, Tawney, Croft, and the late Mr. Boebee. It would be of advantage to Bengal if the Secretary of State continued to allow the Director of Public Instruction to nominate men similarly competent for their high duties. It is he who has the strongest interest in the appointment of the best men that are to be found, and to get men of high University degrees the chief authorities must search for them diligently as for a bishop.

26. Though superior and secondary instruction made great advances under Mr. Atkinson, primary instruction was not overlooked. He adopted the system of primary instruction elaborated by Baboo Bhoodeb Mookerjee, and gave it his steadfast support. Its extension was limited only by the want of means, and he never lost an opportunity of representing its needs to Government. The system of primary instruction introduced by Sir George Campbell displaced that previously pursued; but Mr. Atkinson gave loyal support to the new system, though his powers were greatly reduced.

GENERAL SUMMARY.

On the review of the last Report of Public Instruction, written by Mr. Atkinson, His Honor the Lieutenant-Governor thus acknowledged his services:—

"The Lieutenant-Governor is much indebted to Mr. Atkinson, the Director, for valu-"able advice and information, especially in regard to high education; and congratulates "him on the general condition and progress of the Government colleges and schools "throughout the provinces under the Government of Bengal."

Mr. Atkinson died at Rome on Saturday, 15th of January 1876.

27. Mr. W. G. Willson, M.A., Dublin, came out as Professor of Mathematics in the Cathedral Mission College, and in 1870 entered the Presidency College in the same capacity. He succeeded Mr. Blanford in 1873 as Professor of Physical Science. His services always commanded the highly favourable opinion of the Principal of his College. He officiated for some months in 1873 and 1875 as Registrar of the Calcutta University.

28. Mr. S. Lobb, M.A., died in England of disease of the lungs. He had been in delicate health for some years previously. He was appointed by the Secretary of State to the Educational Service in 1861, and left India on sick leave in 1874. His lectures in English and in mathematics were of a high order of merit. His devoted love of truth gained for him the respect and affection of all who enjoyed his friendship.

29. Mr. J. Chambers arrived in Calcutta in February, but died before joining his appointment.

30. Mr. R. Thwaytes died after a short illness in March. He had been Professor or Principal for nearly 30 years, and to his care and ability the college owes the high standing it has attained among the educational institutions of Bengal.

31. To this list must now be added the name of Mr. H. Woodrow, M.A., who died suddenly from disease of the heart at Darjeeling on the 11th of October last. Mr. Woodrow graduated as 14th Wrangler at Cambridge in 1846, and was elected a fellow of his College (Caius) shortly afterwards. In 1849 he came out to India as Principal of La Martiniere in Calcutta, and on his leaving this institution to enter the Education Department the Governors acknowledged in the warmest terms the zeal and ability with which its affairs had been conducted during the years it was under Mr. Woodrow's control. In 1853 Mr. Woodrow was appointed Secretary to the Council of Education, and on the abolition of the Council he took up the duties of an Inspector. On the death of Mr. Atkinson he was appointed Director of Public Instruction. Mr. Woodrow's services in the cause of education have on many occasions been warmly acknowledged by Government, and his loss is deplored not only by the department in which he had served for so many years, but by all classes of the community.

PRIMARY INSTRUCTION.

32. PRIMARY INSTRUCTION.—When by the resolution of 30th September 1872, the grants for schools of primary instruction were raised to a total Rs. 5,30,000, it was estimated that as many as 8,889 primary schools might be maintained from these grants in the divisions of the Lieutenant-Governorship of Bengal, including Assam. This estimate has been enormously exceeded already in Bengal alone; and the anticipation expressed in last year's report has been fully verified, namely, that "under improved systems of administering the primary funds, a further development may be expected."

33. The returns of the previous year showed that on the 31st March 1875 there were 13,145 schools under the inspection of the department, with an attendance of 330,024 pupils, being an increase upon the numbers of the year preceding of 916 schools and 26,587 pupils.

The advance which has been made during the year ending the 31st March 1876 is shown in the following table:—

Primary Schools.

	1875.		1876.	
	Schools.	Pupils.	Schools.	Pupils.
Government lower schools	15	410	24	645
Grant-in-aid schools	327	9,128	346	10,267
Circle schools	287	10,187	225	8,277
Patshalas under the old scheme (or D. schools)	1,878	52,989	1,745	52,578
Total under old system	2,507	72,714	2,339	71,767
Patshalas under the new scheme (or E. schools)	10,638	257,310	11,152	285,466
Grand total of primary schools	13,145	330,024	13,491	357,233

34. These figures show that in the year under review there was a net increase in the number of aided primary schools and pupils of 346 schools and 27,209 pupils. An analysis of this increase shows us that Government and grant-in-aid schools have increased by a small number; that circle schools have diminished in number by 62, or a little more than one-fifth, and have lost 1,910 pupils, or less than one-fifth; that D. patshalas have decreased by 133, with a total loss of only 411 pupils; and that E. patshalas

PRIMARY INSTRUCTION.

have increased by 514 with 28,156 pupils. Nothing could be more satisfactory than the testimony borne by these figures, or declare more distinctly that the Government system is improving the character of primary instruction, transforming the primaries from mere hedge schools with eight or ten pupils into decently-attended village schools. The summary given below from the Inspector's reports will bring out in detail the improvement shown in each district.

35. The State expenditure for the year under report is compared with that of the previous year in the following figures:—

	1874-75	1875-76.
	Rs.	Rs
Government lower schools	1,428	3,628
Grant-in-aid schools	18,008	20,755
Circle schools	12,279	11,421
Patshalas under the old scheme (D.) ...	1,05,484	94,253
Total of expenditure under old system	1,37,199	1,30,057
Pathsalas under the new scheme (E) ...	3,05,500	3,05,150
Grand total of expenditure on primary schools ..	4,42,699	4,35,207

36. An examination of these two tables gives us the following results:—

The average annual cost of each new patshala last year was nearly Rs. 27-6, and the monthly cost nearly Rs. 2-4½, against Rs. 29, and Rs. 2-6 in the year ending March 1875.

The average annual cost of each of the patshalas and schools under the old system was Rs. 55-8, and the average monthly cost Rs. 4-10, against Rs. 54-8 and Rs. 4-8 in the preceding year.

The average annual cost of each pupil in all schools of primary instruction fell from Re. 1-5 to Re. 1-3.

While pupils in E. patshalas increased by nearly 11 per cent., the cost of these schools remained very nearly the same as in the preceding year.

While pupils in D. patshalas decreased by less than one per cent., the cost of these schools decreased by more than 10 per cent.

While schools of primary instruction of all kinds increased by nearly three per cent., and the pupils increased by more than eight per cent., the cost remains about the same, having decreased by something less than two per cent.

37. The second of the above tables shows the expenditure upon all classes of primary schools. The following table excludes Government and aided schools of the lower class; and shows in detail, division by division, the expenditure upon D. and E. patshalas and circle schools, all of which were last year paid for out of one amalgamated "primary grant." The amount of this grant was Rs. 4,51,600, and it appears that, including the cost of guru training-classes, and the contingent expenditure of Deputy Inspectors and District Committees, the grant was exceeded by about Rs. 6,000.

Division.	Government expenditure on circle middle vernacular, and circle girls' schools, 1875-76.	Government expenditure on circle lower and night schools, and on D. and E. patshalas, 1875-76.	Government expenditure on abolished circle schools and patshalas, 1875-76.	Total.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Presidency ...	2,262 8 0	68,251 11 10	2,935 14 3	73,450 2 1
Calcutta ...	......	756 0 0	73 8 0	829 8 0
Chota Nagpore ...	......	25,850 11 5	3,330 11 6	29,181 6 11
Burdwan ...	..	73,038 10 8	1,347 0 4	74,385 11 0
Orissa ...	672 0 0	27,420 4 6	1,576 8 5	29,677 12 11
Dacca ...	12,525 10 5	44,701 11 2	4,243 15 3	61,471 4 10
Chittagong ...	1,132 9 10	12,378 15 4	818 9 4	14,330 2 6
Patna ...	....	71,375 12 9	2,895 5 0	74,271 1 9
Bhagulpore ...	......	32,401 0 2	3,307 5 5	35,798 5 7
Rajshahye ...	460 4 0	54,540 5 2	3,417 7 8	58,427 0 10
Total ..	17,053 0 3	4,10,823 3 0	23,940 5 2	4,51,822 8 5

The State grant sanctioned for primary schools (D. and E. patshalas) and circle schools for the year 1875-76 was Rs. 4,51,600. The expenditure paid out of this grant was Rs. 4,51,822-8-5, to which must be added Rs. 693-5-6 on account of the temporary guru training-classes, and a further sum of about Rs 5,000 for the contingencies of Deputy Inspectors of Schools and District Committees, so that the total expenditure at the close of the year exceeded the grant by nearly Rs. 6,000.

38. The most unsatisfactory items in this account are the large sums spent upon abolished schools. The existing patshalas cannot fairly be charged with the expenditure on those that are abolished; such a mode of calculating the cost of education would be altogether misleading. On the other hand, no result is shown by a district for the money spent upon them. The total expenditure thus fruitlessly incurred has seriously increased over that of last year, which amounted to Rs. 17,246.

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39. The excess of expenditure over the sanctioned grant must have been larger, but for considerable savings in some of the districts. There was a very large surplus in Dinagepore, as the result of the reforms set on foot by the Magistrate, who found it necessary to diminish very considerably the expenditure on primary schools in consequence of their mal-administration by some of the sub-inspectors. This is the only instance in which the subordinate inspecting machinery has very seriously broken down since Sir George Campbell introduced his scheme. When the number of patshalas was suddenly and largely increased without any corresponding increase in the staff of inspecting officers, the difficulty of paying the gurus regularly became overwhelming. In many districts their grants fell into arrears, in some parts amounting to a year's pay and more. In most cases the evil had its root in the want of experience in a work that was new; this led district officers to lay down rules for the payment, which were too elaborate for their under-manned staff of sub-inspectors, and which therefore led to delays and consequent haste, or worse. Dinagepore is now, however, fairly tiding over the difficulty. The subordinate inspecting agency has been re-organized, and the whole patshala system reconstructed. The Magistrate and the Inspector are quite agreed as to the reforms required. I need not point out that the Inspector has now nothing to do with the administration of primary schools, and does not interfere with the way in which each Magistrate thinks it best to manage his patshalas.

40. As was pointed out last year, " a further extension of schools in connection with the State can only be looked for through a more economical administration of the primary grant, by reducing the amount of the present fixed subsidies where they are thought to be too large, and supplementing them by rewards for proficiency as tested by examination." In the current year the further reductions made by Government from the primary grant render this economy absolutely necessary, unless district officers are to withdraw aid from many of the schools. It is most satisfactory to be able to report that efforts have been made in most of the divisions to economise the resources at command.

41. In the Patna, Bhagulpore, Dacca, and Chittagong divisions the district officers have introduced systems of payment by results. In many of the districts, however, the Magistrates still report that they consider the less exact and more elastic the rules for the management of patshalas the better, and that they are unwilling to try as yet such schemes as that of Mr. Harrison. The reason generally assigned is that the advancement of different parts of their districts varies so enormously that no hard-and-fast rules applying to all patshalas alike would have any other effect than to perpetuate and intensify the superiority of the more favoured regions, and the backwardness of others. Some of the Inspectors also report that they have been unable as yet to recommend to district officers the adoption of a uniform mode of procedure such as is indicated by His Honor the Lieutenant-Governor in the minute of the 12th January 1875.

42. Mr. Harrison's scheme still continues to produce the most excellent results. During the year 284 additional schools with 7,815 pupils were brought under the operation of his examination test, thus raising the total to 2,275 schools with 43,926 pupils. Similar schemes have been introduced into their districts in the Chittagong Division by Mr. Kirkwood and Mr. Porch, but too late in the year to show any marked results. These schemes will be explained in the abstract of the Inspector's reports which will follow. In other districts in the Eastern Circle Dr. Robson's scheme of rewards and fines has worked well, notably in Backergunge, where schools have increased 26 per cent. and pupils 30 per cent. on the numbers of the preceding year.

43. As was noticed last year, the Magistrate of Dacca issued rules enforcing the payment of fees in patshalas. During the year under report these rules have been introduced into all the districts of Dacca and Chittagong divisions. In the Chittagong district this introduction was followed by a temporary falling off in the number of pupils, but it is confidently expected by Dr. Robson that the people will soon think better of it. This system of compulsory fee-payment by all who attend the aided patshalas, and who are able to pay, is most warmly supported by Mr. Peacock, the Commissioner of Dacca, and by Mr. Lowis, the Commissioner of Chittagong.

44. Mr. Croft reports that he is still of opinion that no better method can at present be introduced into his circle than that of payment by classification as explained in last year's report. Especially in Gya and Shahabad has this system worked well. A similar scheme is reported by Mr. Garrett as in process of adoption in Lohardugga and Hazareebagh, another has been proposed by the Joint-Inspector in Orissa, and somewhat simpler methods are reported from the Burdwan Division.

45. The complaints that the people's payments to the gurus fall off are becoming fewer and fainter each year, and when they are now made, it is generally with the proviso that the gurus tell the truth, the writer adding that he fears they do not. Mr. Clarke, however, reports that this evil still exists in his circle, and a similar report is made from Orissa, Chota Nagpore, and from the most backward regions in most of the divisions, though the evil is said in each case to be growing less. There can be no question that this difficulty is being got over, and where the difficulty still offers itself, the success of Dr. Robson's system in Eastern Bengal or of Mr. Croft's punchayets in Patna and Shahabad may suggest a remedy.

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46. One most interesting and instructive fact is brought out in the Dacca divisional report. In Backergunge, once the most obstructive of districts, the Deputy Inspector, in whom the Commissioner places great confidence, has found that a guru's average income from private sources is in wonderful accordance with his qualifications, the best gurus averaging Rs. 55-9 a year, and the old untrained gurus Rs. 25-1. More probably the rate of private payment is determined by the rate of State aid, which is regulated in its turn by the guru's qualifications. But whichever is the principle that regulates the people's payments, the fact is equally satisfactory, as showing that they appreciate the guru at his true value.

47. Mr. Clarke reports that the guru's receipts in the Rajshahye Division average not more than two pice per head a month, Maldah gurus being the best off with five and a half pice. This would give the gurus an average of 12 annas each per month, or Rs. 9 a year; but it must be remembered that this calculation includes regions like Jalpaiguri and Darjeeling.

48. Mr. Garrett reports a guru's average receipts from private subscriptions in the Presidency Division as varying from Rs. 60 a year in the Ranaghat sub-division of Nuddea, and Rs. 52-8 a year in the Alipore sub-division of the 24-Pergunnas, in other words, from nearly double the average amount of the Government aid, to Rs. 27 a year in Jessore and Moorshedabad, or rather less than the average amount of the Government aid.

49. The same Inspector reports that the average receipts of a guru in Chota Nagpore vary from about Rs. 18 a year in Maunbhoom to about Rs. 6-8 in Lohardugga. But this, he explains, does not include payments "in kind," which he reckons as coming up to an equal amount in each case; or, taken with the money payments, to an amount equal, or nearly so, to the Government aid, except in the case of the Christian schools, in which nothing is paid.

50. It is most important to get accurate information on this subject of the guru's receipts, because it supplies us not only with a measure of the extent to which education is becoming appreciated, but also with a scale by which to regulate the gradual reduction of the rate of Government aid. It is brought out most clearly in this year's reports, especially in those of Mr. Croft, Dr. Robson, and Baboo Bhoodeb Mookerjee, that the better trained the guru, the more rapid the improvement; and it would appear, though less distinctly, that the people are beginning to regulate their payments to some extent by the guru's qualification. Still, if on the strength of this tendency the rate of Government aid were suddenly reduced, we should run the risk of losing our best gurus, drawn away by better markets.

51 On the whole, then, I am satisfied that the Magistrates and Inspectors are acting wisely in feeling their way very carefully in this matter; though now more than ever, not to speak of further extensions, the most careful economy will hardly enable us with a largely reduced assignment to maintain the ground already won.

52. The institution of the intermediate examination is having the effect of bringing up the old D. patshalas to their former strength. But coming at the time it did, and not earlier, it has not the effect of raising the D. schools again into a distinct class, since a host of E. patshalas are returned as intermediate along with them. All the reports bear out my remark last year, that the distinction between D. and E. patshalas has now become merely historical. I refrain from giving the number of schools returned by the Deputy Inspectors as having reached the intermediate standard: they are obviously over-estimated in many cases; and it will be impossible to make out a trustworthy list until after the first examination in September 1876.

53. The primary scholarship examination still remains a district one, and in some cases is not quite the same even in the different sub-divisions of the same district. On the whole, however, the letter of His Honor the Lieutenant-Governor's Minute of the 27th April 1875 has been fully carried out. I see no advantage in requiring more exact uniformity in the examinations of different districts at present. It is, however, yearly becoming a more anxious question how to examine carefully the large and increasing body of candidates, and I shall look to the Inspectors to devise systems for overcoming this difficulty.

54. Two important questions are calling for answer, and I would urge district officers to take measures for collecting really trustworthy statistics from which answers might be framed. The first question is, 'what is the number of unaided schools in these provinces at present?' and the second is, 'how far down in the strata of society has our patshala education yet penetrated?' On both these points partial replies are given by several of the Inspectors, but to carry out a complete census will require the agencies at the command of the Magistrates.

The progress of primary instruction in the several divisions during the year under report is set forth in detail in the following extracts from the circle reports.

55. Burdwan Division.—The Inspector reports that in this division the number of primary schools was 3,800 with 91,564 pupils, against 3,455 schools with 81,526 pupils in the previous year; showing an increase of 345 schools and 10,038 pupils, against an increase in the previous year of 477 schools and 10,116 pupils. Of this increase, Midnapore shows 284 schools and 7,825 pupils, and Bankoora 37 schools and 1,208 pupils. Burdwan and Beerbhoom return each a small increase, and Hooghly shows a small decrease.

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56. Unfortunately, the incompleteness of the returns of unaided primary schools makes it impossible to report with certainty how far the increase in all the districts has been real, and how far it has merely been a transference of schools from the list of the unaided to that of the aided. In the district of Burdwan the police obtained returns from 671 unaided patshalas attended by 15,595 pupils, and bringing in the gurus Rs. 20,729 a year. The District Committee's report, however, returns only 606 primary schools in all, aided and unaided. In Bankoora it was supposed by the local authorities that most of the unaided patshalas returned in the previous year had died away for want of Government aid, and that of the remnant many neglected to furnish returns, since the money wherewith to "buy" these returns was not forthcoming as in the previous year. In Beerbhoom 72 unaided primary schools were returned, being 42 day-patshalas with 830 pupils, four night-patshalas with 69 pupils, 15 tols with 79, and 11 maktabs with 109. In the previous report 46 in all was the number of unaided primary schools returned. Neither in the last year nor in the year before is it supposed that anything like the full number was returned. From Midnapore returns are reported of 49 unaided patshalas with 808 pupils, and two lower vernacular schools with 55 pupils, against 35 unaided patshalas in the year previous. In Hooghly it appears that regular returns were received from only 69 unaided primaries with 2,252 pupils, though in the preceding year's report 600 such schools were mentioned. So then, while the reports from Midnapore would seem to warrant us in holding that there has been a real increase in the number of schools and of pupils in that district, the reports from the other districts which show an increase, leave it doubtful whether the increase is real, or is only one of returns or of transference from the unaided to the aided list. This difficulty of obtaining trustworthy information as to unaided patshalas is not likely to be overcome until it is thought unobjectionable to oblige all gurus and teachers to report at least the existence and the locality of their schools to the district officers.

57. In numerical progress, then, Midnapore stands *facile princeps*. With regard to the quality of instruction, it is more difficult to compare the progress of the different districts, or even of the different sub-divisions of the same district, since the constituted test, the primary scholarship examination, is not divisional, but in reality sub-divisional. On this point and on the comparative merits of D. and E. schools, the Inspector writes,—"With respect to the progress attained by the primary schools in the different districts, it is, as may be expected under the circumstances, very various. It is generally reported, however, that the D. patshalas are very much superior to the E. patshalas, although some of the E.'s are fast coming up to the level of the D.'s; and my own impression is that the Burdwan patshalas, aided as well as unaided, are, generally speaking, superior in attendance and discipline, as also in the standard attained."

58. Of the general question of the improvement of primary schools, a noteworthy view is that taken by certain of the members of the Hooghly District Committee, "representative men of the rising zemindar class." "The complaint now made in Hooghly," writes the Commissioner, Mr. H. A. Cockerell, "is that the improved education given at the patshalas does not turn out youths as well suited for zemindari mofussil work as that given at the old unaided unimproved gurumahasaya schools. This is the complaint of some zemindari members of the School Committee." This is the first complaint of the kind yet reported, and Sir William Herschel, the Magistrate of the district, seems to have doubted its justice. At any rate, on behalf of the aided patshalas, he challenged the unaided patshalas to a competitive examination in the "aboriginal" subjects only. It will be interesting to hear of the acceptance of the challenge, and of the results of the competition.

59. As regards the system under which the funds for primary education are administered, there is considerable diversity of practice in the several districts. While in Midnapore there is Mr. Harrison's elaborate system of payment by results, in Burdwan there is a system of fixed payments, supplemented by rewards after central examinations; in Bankoora there is a system of rating under fixed standards, in Beerbhoom one of graduated payments, and in Hooghly a similar system supplemented by rewards.

60. Coming to details, of the Burdwan district assignment of Rs. 26,000, a sum of Rs. 15,744 was spent last year on 268 D. patshalas and 10 circle schools with 9,567 and 360 pupils respectively, and Rs. 9,945 on 326 E. patshalas with 11,210 pupils.* Including the pupils at unaided schools returned by the police, there were above 36,000, or rather more than one in 10 of male children under 12, at primary schools; of them, 75 per cent. belonged to the lower classes of society. Remarking on the general character of the primaries in this district, the Committee write,—"The system which has been in operation in the district since 1862-63 has, in fact, taken root here, and influenced to some extent the patshalas which were outside the immediate action of the inspecting officers. These have mostly taken to the use of printed books and regular courses of study." Commenting on the above facts and remarks, the Magistrate trusts "that they will suffice to remove the doubt expressed by His Honor the Lieutenant-Governor last year whether the system pursued in Burdwan provides sufficiently for the education of the masses;" while, regarding

* The local contributions amounted to Rs. 28,373.

the system adopted, he maintains "that our plan is not at all a bad one, inasmuch as it has directly improved the aided patshalas, and has brought to bear a strong motive for improvement on the gurus of the unaided patshalas." PRIMARY INSTRUCTION.

Circle and lower vernacular schools are unfavourably reported on.

61. In Bankoora the expenditure on the 202 primary schools with 6,835 pupils, including five maktabs with 138 pupils, and 226 pupils in D. patshalas that are pushing up to the level of middle schools, was Rs. 7,256. Of this amount, Rs. 6,935 was in monthly stipends or annual rewards, and Rs. 321 for books and miscellaneous expenditure. The contributions from local sources was Rs. 5,299. As regards the progress made in the schools 1,793 pupils are returned as able to read, write, and understand easy Bengali. In the previous year the ratio of reading to non-reading pupils in the patshalas was two to six; the figures this year show the ratio to be two to five. The Deputy Inspector reports that "there are a few patshalas in each thana of the district which can compete on equal terms with the best patshalas of other districts." He says further that, "while three years ago the only sort of reading in the patshalas consisted of recitations from the Ramayana and the Mahabharat, the pupils of the present day read from the primers of Vidyasagur and the Nava Sisubodh of Khetra Mohan Bhuttacharjee." The returns of social position show that more than 75 per cent. of the pupils in primary schools belong to the lower classes. Still the Deputy Inspector asserts that his own personal observation has shown him "that education has not yet reached the poorest classes, and that no amount of mere exhortation will bring the poor boys to school." He suggests a system of small bribes to induce them to come to school. Remarking on the small amount of the local contributions, he repeats an old complaint in this new form—that the people of Bankoora "have taken it into their heads to believe that they have only to make up to each guru the amount by which the Government contribution falls short of Rs. 5 per month." At the same time, it is reported that the gurus invariably under-state the amount of their income from fees.

62. In Beerbhoom the whole of the Government assignment of Rs. 6,300, together with Rs. 380 from the Paikpara estate, was expended on 257 schools with 7,726 pupils, 30 being D. patshalas with 1,036 pupils. Of the E. patshalas, all but 65 were regularly subsidized at an average rate of Rs. 2-5 a month, or 14 annas a pupil. The 65 were rewarded at the rate of Rs. 7-8 per annum. "The amount of reward to each patshala was determined," says the Magistrate, "by the number of pupils attending it, the progress made by the pupils, and the time for which it had worked during the year." With regard to the guru's receipts, an improvement is reported—the average annual rate Rs. 40-3 for each guru, against Rs. 36-3. "But," the Magistrate writes, "the villagers stand in need of further pressure from the inspecting officers to cause the local receipts of the gurus to increase adequately." With regard to progress, the E. patshalas are reported in many cases to have beaten the D.'s at the examination for primary scholarships; and of the primaries as a body the examiners reported—"we have noticed marked improvement in correct spelling, writing, and explanation of words. On the whole, the schools for primary education are year after year improving in quality." The 30 D. patshalas increased by four since last year, through the breaking up into that number of two so-called middle class patshalas, and have all elected to teach the intermediate scholarship course in the current year. Their average cost per pupil is nearly double that of the E. patshalas, being Re. 1-10 per annum. The eight night-patshalas are favourably reported of, as imparting instruction to men of the labouring class at a small cost. The aided lower vernacular schools are, on the other hand, unfavourably noticed. "Small schools do not, as a rule, work well under the aid system," in the Magistrate's opinion. With regard to the social position of the pupils, it is stated that "for every four pupils of the middle classes who attend these schools, there are 11 that belong to the lower classes."

63. In Midnapore, as has already been said, the number of patshalas brought under Mr. Harrison's system was 2,235 with 43,146 pupils, there being besides 40 primary schools with 780 pupils supported by the grant of Rs. 225 per month to the Mission to the Sonthals. Of the patshalas proper, the 46 D. patshalas (decreased from 71 in the previous year), with their 1,193 pupils, should be excepted from the foregoing statement, as it is reported by Baboo Bhoodeb Mookerjee that nothing was done during the year to stimulate them "by calling on them to send up candidates to any public examination." With regard to the working of "the payment by results," under which system the great body of the patshalas are worked, Baboo Bhoodeb writes as follows,—"The system is this. To 111 different sub-centres, which have been marked out in the district, the gurus bring together their children on days previously notified to them, examinations are there held in (1) reading from manuscript and print; (2) native arithmetic, mental and written; (3) zemindari and mahajani accounts; (4) dictation and explanation. There are two standards, a higher and a lower, in each of the first two subjects. A guru gets one rupee for each boy passed by the higher standard and half a rupee for each boy passed by the lower standard. He can also earn one rupee for each boy who shows fair proficiency in zemindari and mahajani accounts. For success in dictation and explanation prizes are given to the gurus whose pupils do well, as also to the pupils themselves." Under this department of the system 14,324 boys were examined during the year; and it is necessary to remark here that boys passing by the same standard at a second or any subsequent examination are not entitled to rewards. Of rewards, gurus received to the amount of Rs. 12,640-8, and

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pupils to that of Rs. 656. The first part of the system as above described works in with the primary scholarship examination. Baboo Bhoodeb writes,—" 616 candidates belonging to 405 patshalas were selected at the sub-centre examinations to appear at 16 different centres for the primary scholarship and prize examinations. Twenty-five scholarships, inclusive of two from municipal and three from private funds, were taken up. The rewards to the pupils amounted to Rs 796, and their *khoraki* to Rs. 48-1-6; to the gurus were given Rs. 1,085-12 in rewards and Rs. 28-6-6 in *khoraki.*" Besides the above payments for actual results, there were certain other payments of a more or less fixed character. For instance, a sum of Rs. 1,249 was paid away in remunerating gurus at the rate of a rupee per month for acting as secretaries to sub-centre committees. Again, "stability and register" were rewarded with a fixed payment, and against these items a sum of Rs. 4,059 is debited. "Returns" were also rewarded at the rate of one rupee per patshala. "On all the above different accounts, however, the total cost per annum to Government for each patshala was less than Rs. 9, while the average income of the gurus from local sources was Rs. 31, if not, as the Magistrate thinks probable, nearly double that amount." Finally, as showing that the system is reaching the lower strata of society, it is reported that 34,837 of the pupils are from the lower classes of society, against 5,848 from the middle classes.

64. In Mr. Harrison's annual note on primary education, the following general results under his system are claimed :—First, the number of patshalas in Midnapore has actually increased; secondly, the pupils in them have multiplied; thirdly, in 10 years more, with the progress at the same rate, three-fourths of the male population between 10 and 25 years of age will be able to read and write. As contrasted with these results, Mr. Harrison, in the same note, declares the effects of the monthly stipend system to be the disappearance of indigenous schools, the wresting of the primary schools from their proper function of indigenous education to that of mere stepping-stones to English education, and the diffusion of ambition and discontent among the improved gurus. Mr. Harrison calls his Sub-Inspectors to give evidence on these points, and sums up "that the Midnapore scheme has succeeded in teaching its boys to be progressive, and at the same time to remain content with their palm-leaves for slates, their reeds for quills, their mats for benches, and generally their fathers' occupations as theirs."

65. Mr. Harrison concludes with remarking that though the D. patshalas are so much more costly than his rewarded patshalas, yet he would work them up, now that Government has given them a *raison d'etre* in founding the intermediate scholarships. He proposes to raise their number from 46, to which it fell from 71 during the year, to 100, and distribute them equally over the district.

66. In Hooghly the reduction of schools from 241 to 238 and of pupils from 8,392 to 7,761 has not been very satisfactorily accounted for. Among the causes suggested in the Committee's report were epidemic fever, the introduction of fee-payments, the use of printed books, and the cursory and flying visits of the Sub-Inspectors. It is greatly to be feared that these causes have been thus enumerated with an eye to a climax rather than in the order of their importance. The expenditure on the 25 D. and 213 E. patshalas was Rs. 10,246-12-9. For the first time in this district rewards on the results of examinations were made during the past year by the Magistrate and the Inspector. A sum of Rs. 658 was spent in this way, both boys and gurus being rewarded. In point of progress, the D. patshalas are superior to the E. patshalas. The latter, with exceptions, are "huddled together in small villages," and "incompetently taught in at least some of the subjects." On this point of progress some discussion arose in the Committee, as already mentioned. The Inspector writes,—" Some of the members of the Committee, representative men of the rising zemindar class, insisted on the superiority of the old to the new gurus and patshalas in what are called the aboriginal subjects of study. The Vice-President pointed to the larger attendance at the aided patshalas, to the greater number of candidates they sent up to the examination, and to the still greater success of those candidates at the examination, as a justification of the present system. The Vice-President then offered to hold an examination of the two kinds of patshalas in the 'aboriginal' subjects only. The challenge does not seem to have been accepted. I have had large opportunities of making such comparisons, and I am decidedly of opinion that the superiority still claimed here and there for the old patshalas is not founded on fact."

67. *Primary scholarship examination.*—The statistics are given below :—

Districts.	Schools.	Schools that sent candidates.	Candidates.	Passed.	Scholarships.
Hooghly and Howrah	307	233	758	79	12
Burdwan	573	257	717	308	15
Midnapore	2,343	405	616	423	25
Bankoora	252	149	412	80	4
Beerbhoom	325	68	214	81	9
Total ...	3,800	1,112	2,717	871	65

68. PRESIDENCY DIVISION.—The total number of aided schools and of the pupils attending them were on the 31st March 1875 and the 31st March 1876 as below:— PRIMARY INSTRUCTION.

CLASS OF SCHOOL.	DISTRICT.	1875. Schools.	1875. Pupils.	1876. Schools.	1876. Pupils.
Government ...	Nuddea	1	15	1	7
Aided	24-Pergunnahs	775	27,175	784	27,138
	Nuddea	632	18,401	629	19,811
	Jessore	431	14,111	437	15 069
	Moorshedabad	333	8,538	335	8,652
	Total ...	2,172	68,240	2,186	70,677

69. These figures show an increase of 14 schools and 2,437 pupils, the large increase in pupils as compared with that in schools indicating an improved average attendance from 31 to 32. If we leave the figures for Murshedabad, the newly added district, out of consideration, we find that the average attendance has improved from 32·3 to 33·5, which is a high average. Even after correcting the foregoing table by subtracting the Murshedabad figures, it will be seen that the totals of aided schools for 1875 do not agree with those given on page 13 of last year's report. An examination of the figures for 1874-75 shows, however, that 85 aided schools, with their pupils, were inadvertently included among the unaided schools, and that thus while the grand totals for aided and unaided schools were correct, these totals were incorrectly distributed. This will explain what appeared to be a disproportionately large increase in the cost to Government of primary schools in the year referred to, which rose from Rs. 54,848 to Rs. 59,561, while the schools only increased from 1,643 to 1,755.

70. In unaided schools there was a small decrease in all the districts except Murshedabad, which returned 11 schools and 250 pupils over and above the numbers in the preceding year. The decrease in the whole division, so far as the returns show, was 44 schools and 2,000 pupils. Mr. Garrett, however, speaks of these returns of unaided schools as very unsatisfactory, and Mr. Smith, writing of the Jessore schools, ascribes the apparent decrease "entirely to the inactivity of the Sub-Inspectors in collecting statistics." Mr. Garrett insists on the importance of these statistics. He writes,—"The whole question of unaided schools, their relative numbers to those of aided schools in the several districts, the rates of fee-payment, &c., is of such great importance towards a right comprehension of the educational wants of the division, that every means should be taken in the present year to collect full and trustworthy returns." Commenting on these remarks, the Commissioner, Mr. Buckland, expresses a hope that "in future subordinate officers may be warned in time to fulfil the duties required of them, they being distinctly given to understand that serious notice will be taken of any neglect."

71. During the year 56 E., D., and circle schools were abolished in the 24-Pergunnas, 44 in Nuddea, 12 in Jessore, and 32 in Murshedabad, or 144 in all. The Inspector writes,—"I fear this indicates the unsatisfactory state of very many of our schools, at least as much as the vigilance of the Sub-Inspectors." We may hope as the system takes firmer root to hear less of these transplantings and abolitions. The sum spent by Government on primary and lower schools was in the year just past Rs. 70,795, against Rs. 70,829 in the preceding year. This sum was met by the people with subscriptions to the amount of Rs. 86,296, against Rs. 87,622 in the year preceding. There has therefore been a marked decrease in the total cost, and a still greater in the cost per head. Against this improvement we have to set the falling off in the people's subscriptions, which was confined, however, to the 24-Pergunnas, and appeared under the three heads of fees, subscriptions, and municipal grants. In the other three districts the people's subscriptions increased. Still the 24-Pergunnas stands far before the other districts in point of subscriptions, the ratio borne by them to the Government aid being as 43 to 23, while in Nuddea it is as 23 to 20, in Jessore as 14 to 15, and in Murshedabad as 10 to 11. Moreover, in the 24-Pergunnas alone is there any considerable aid given by municipalities, where it amounts to Rs. 1,584, Murshedabad coming next with Rs. 217.

72. The Inspector has not distinguished between D., E., and circle patshalas in his report, though they are distinguished in the abstract district reports. He writes,—"The reports from all four districts show that these distinctions are ceasing to have any great significance. Circle patshalas only remain in any numbers in the 24-Pergunnas, and there they do not seem to be in very great favour. The D. and E. patshalas in all four districts are competing for the same examinations, and to a great extent are attended by the same classes of society. The new intermediate scholarship may have the effect of raising to a higher standard many of the old D. patshalas which have during the last three years come down to the level of the primary scholarship standard, but it will also raise many E. patshalas with them. In Nuddea a good many D. patshala grants have been broken up and given to E. patshalas. All this shows that a new classification of schools is necessary."

73. Elsewhere, writing of Murshedabad, Mr. Garrett says,—

"Some of the D. schools are aspiring and being changed into middle vernacular schools, but more are being drawn down to the level of the E. patshalas by the test of the scholarship. This may be a change for the better or worse, according as it makes the school

more accessible to the 'masses,' or is merely a lowering of the standards of education without any alteration in the classes of society making use of the school. The new intermediate standard, with its counter and stronger attraction, will pull the renegade D. schools back to their proper level, and with the best schools become known as intermediate or lower vernacular schools. At present the two classes of schools are competing on every level, and the D. schools at Jemo and the E. patshalas at Marche and Usthia sent up candidates to the last middle vernacular scholarship examination, a boy from the D. school heading the district list. After this it is hopeless to make our classification of schools as at present subordinated march parallel with the graduated scale of examinations." Other similar reports are made of the futility of the distinction.

74. Of the D. patshalas 18 grants were broken up in Nuddea, 10 of them in the Bongong sub-division. Of these the Inspector remarks that the character of the population in Bongong justifies this conversion of D. into E. patshalas, if the indictment is true that the former are chiefly in the hands of the comfortable classes. While in Nuddea only 4 D. patshalas are now returned as reading the middle vernacular course, as many as 17 are returned for Murshedabad, and 61 for Jessore. In the 24-Pergunnas there are only 23 D. schools left, while in Jessore there are 240, in Nuddea 140, and 77 in Murshedabad. The first-named district was one of those selected in former years for the experiment of the circle system, which also accounts for the small number of D. patshalas as compared with those in other districts.

75. The question of payment by results was fully discussed in the last report for the division, and the Inspector has no new proposals to make. He contents himself with briefly recounting what has been done in this direction in the several districts.

"The Committee of the 24-Pergunnas report that a system of payment by results has been introduced into the suburbs of Calcutta, in accordance with the advice of the present [late] Director of Public Instruction. I understand that this scheme is designed to test the progress of the patshala pupils individually, and that it involves quarterly examinations. It seems to me that so fine a test will fail, even in the suburbs of Calcutta, unless the members of the Committee are prepared to volunteer as Sub-Inspectors.

"In Nuddea an experiment of a similar kind for paying gurus by rewards on the results of examination was tried with a small circle of schools in Kishnagurh. But neither the Magistrate nor the Deputy Inspector seem to be satisfied with the result so far.

"In Jessore no scheme of payment by results has been attempted. The Magistrate writes to the effect that a guru who allows his school to fall below a certain standard has his grant transferred to a more successful rival, and that so far success is made to depend on his own exertions. He, however, seems to think with the Magistrate of Nuddea, that however successful elaborate schemes may be in Midnapore, they are not suited to his district.

"The Magistrate of Murshedabad does not suggest any system for his district. A very rough method was tried in the Lalbagh municipality, by which the pay of the gurus was made to depend on the numbers of their pupils. The Magistrate points out the very obvious objections to such a method.

"Several of the Deputy Inspectors, apparently wishing to make the primary scholarship examination a better test of the comparative excellence of different schools, propose to make it uniform for a whole district by introducing written instead of *vivâ voce* questions, by appointing one Board of Examiners, and by similar changes in the present procedure. The Magistrates of Nuddea, Jessore, and Murshedabad, however, appear to think all such proposals objectionable or premature. The Magistrate of 24-Pergunnas does not touch the question.

"For my own part I have kept in view the directions contained in Sir Richard Temple's Minute of the 12th of January 1875. But hitherto I have found it impossible to recommend any uniform system of instruction or management that would be likely to meet with acceptance from the district officers. I am therefore unprepared with any proposal for a general scheme of payments by results. So long as the control of primary instruction remains in the hands of the district officers, one uniform scheme for the whole division is in my opinion undesirable."

76. Commenting on this part of the report, Mr. Buckland writes,—

"I agree with the Magistrates that at present there need be no uniform system for a whole division, as every district, and even the different parts of the same district, are not equally advanced; but I think there can be no objection to the examination being conducted by a committee composed of the Deputy Inspector or Sub-Inspector of Schools, the head master of some higher class school, presided over by a native Deputy Magistrate to be nominated by the district officer."

"The Inspector is not prepared with any proposals for a general scheme of payment by results, and I am inclined to think with the Inspector, that so long as the control of primary instruction remains in the hands of district officers, one uniform scheme for the whole division is undesirable."

77. I quite agree with the Commissioners and the Magistrates that the proposal of some of the Deputy Inspectors, referred to above, to make the primary scholarship examination in each district the basis of a payment-by-result system is impracticable, unless managed as in Midnapore or Chittagong. *A fortiori* I assent to the view that it is undesirable to introduce at present a uniform scheme for the whole division. PRIMARY INSTRUCTION.

78. *Primary scholarship examination.*—The following table from the Inspector's report shows the award of scholarships in each of the districts:—

Districts.	Number of schools.		Number of candidates.		Scholarships.	
	1874-75.	1875-76.	1874-75.	1875-76.	1874-75.	1875-76.
24-Pergunnas	233	176	669	400	17	13
Nuddea	210	265	569	832	12	12
Jessore	139	...	441	429	15	15
Murshedabad	...	87	217	224	...	10

79. On these figures the Inspector remarks:—In 24-Pergunnas there is a falling off in the number of schools which sent up candidates to the examination, for which no explanation is given either by the Deputy Inspector or by the Magistrate. The decrease in the number of candidates is attributed by the Deputy Inspector to the more careful selection of competitors by their gurus. This seems hardly a satisfactory explanation. There were only six centres of examination. In a district like the 24-Pergunnas there ought to be a larger number of centres. Candidates who seemed to be over the scholarship age were excluded from the examination. This seems a proceeding of doubtful wisdom.

"In Nuddea, as in the 24-Pergunnas, there were only as many centres as there are sub-divisions. Still there was an increase both in the number of schools and in the number of candidates. This would seem to imply that the examination is more popular in Nuddea than in the 24-Pergunnas, though there is nothing in the report to explain why it should be so.

"In Jessore the only centres were at the sub-divisional head-quarters, and the same plan was followed as in the 24-Pergunnas, of rejecting from the examination all candidates but such as were eligible to scholarships. I have already said that this practice is one of doubtful wisdom: it does not seem calculated to encourage either gurus or pupils, and I think it would be far better to invite all pupils of patshalas, adults no less than children, to compete at the examination with the prospect of winning, if successful, either scholarships or at least certificates."

In Murshedabad there was a trifling increase of seven candidates.

80. On the question of age the Commissioner writes,—"Regarding the age of the candidates, I agree with the Inspector in what he says in paragraph 26 of his report, that there should be no hard-and-fast rule as to age, but that it would be better to invite all pupils of patshalas, adults no less than children, to compete for the examination with the prospect of winning, if successful, either a scholarship or a certificate."

81. Calcutta.—The Inspector thus reports on the aided primary schools in Calcutta:—

"Primary instruction in Calcutta had been left to the operation of the ordinary laws of supply and demand before last year. In the Minute of February 1875, however, on the subject of schools in Calcutta for poor Eurasians and Europeans, Sir Richard Temple declared his intention of doing something also for the education of the native poor within the town limits, and later on the Government of Bengal ordered a sum of Rs. 13,000 to be laid out on those two objects. To give effect to these orders, as they regarded the primary instruction of the native poor, a careful search was made over the whole town by the Deputy Inspector and myself for patshalas, and 85 were discovered. It was pointed out in last year's report that the number returned in 1874, namely 136, was incorrect, the over-statement being due to the very rough mode in which information concerning these schools had been collected. Allowing for schools which might possibly have escaped our notice, I estimated the number of patshalas in Calcutta as certainly not over 100 in all. Of the 85 patshalas brought to light, I made a selection of 51, none of which had less than 30 pupils in gross, or less than 15 poor children among these 30. To the gurus, after considering the circumstances of such school, I gave stipends varying from Re. 1-8 to Rs. 3 a month, on the conditions, which they, with one exception, gladly accepted, of submitting their schools to inspection and periodic examination, and of attending, if so directed, the training classes of the Calcutta Normal School. Subsequently the grants given were withdrawn from six schools for neglecting in various ways to fulfil the conditions."

82. After the gurus had enjoyed their stipends for three months, the Inspector, pursuant to a notice given to the gurus in the first instance, held an examination at five centres in the town. The gurus as readily brought up their boys for examination as they had submitted to inspection; the only danger was that they would put forward as their pupils boys who had been in reality trained at one or other of the large and excellent middle vernacular schools of Calcutta. To guard against this imposition the Inspector seems to have taken every possible precaution, employing the masters of the middle schools as detectives and freely

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availing himself of the "Queen's evidence" of detected school-boys. It should be explained that in most cases it was not with the deliberate intention of cheating that the gurus claimed these school-boys as their own pupils. It is a common practice with parents in Calcutta to send their younger children to the middle schools during the hours of the day, and to the patshalas in the early morning and evening. They do this no doubt with a two-fold end in view—the improvement of the children in the special subjects taught in the patshalas and not in the schools, and the keeping of them out of mischief, and thus it is in many cases a fair matter of dispute whether a boy belongs to the school or the patshala. In spite of the care taken by Mr. Garrett and his assistants, the result was not satisfactory. The Inspector writes:—

"In spite of every care, however, four of the examiners expressed their opinion after the examination that very many of the boys they had been examining had been attending schools as well as the patshalas. They all agreed that they were superior to the boys of mofussil patshalas in reading and explaining printed books, and in spelling from dictation, but as inferior in arithmetic, whether written or mental, and for the most part in handwriting. Their superiority they attributed to their attendance at schools between 10 o'clock and four; their inferiority to their age, most of them being between eight and nine, and much younger than mofussil patshala pupils. This opinion of the examiners as to the attendance of these so-called patshala pupils at schools as well, is certainly confirmed by the examination results. The gurus of the Calcutta patshalas are quite incapable of teaching boys to read and spell as well as these boys read and wrote, and they must therefore have been taught either at home or in schools. Following up this hint, the Deputy Inspector made a searching enquiry into the character of the patshalas, and he reported the result in the following words,—'These patshalas are largely resorted to by boys who attend vernacular schools as well, and who are sent to the patshalas in the mornings and afternoons to go through a patshala course of arithmetic. The statement I made in last year's report of printed books being largely made use of in the patshalas really applied only to these school-going boys, the real patshala pupils having at that time nothing in the shape of a printed book.'"

83. The 2,342 children at the schools were distributed among the race sections of society as follows: there were 1,938 Hindus, 395 Muhammadans, and nine others. The small number of Muhammadans is very unsatisfactory. Of the Hindus, 64 belonged to the upper classes, 666 to the middle, and 1,208 to the lower; of the Muhammadans, two belonged to the upper, 51 to the middle, and 342 to the lower classes.

84. Mr. Garrett writes,—

"That there are patshalas, however, in Calcutta in which the children of gariwans and bhistis are taught is certain, and I am now engaged in separating such schools from those in which children of the well-to-do classes are taught.

"The following details of 10 of the patshalas show that children of the very poorest classes are to be found in them:—

Details of social position of 10 patshalas.

	Parents.	Children at schools.		Parents.	Children at schools.
Higher and middle classes.	Independent gentlemen	8	Lower classes—(*continued*).	Bookbinders	10
	Pleaders	1		Blacksmiths	1
	Muktiars	2		Khalasis	19
	Teachers	6		Servants (private)	45
	Writers	20		Peons	8
	Contractors	1		Oilmen	11
	Priests	6		Milkmen	6
	Compositors	5		Tailors	11
	Medical Practitioners	6		Dhobis	4
Lower classes.	Petty shopkeepers	95		Butchers	4
	" sircars	44		Pedlars	16
	Brokers	9		Bakers	3
	Dependants	16		Thatchers	3
	Goldsmiths	16		Gariwans	16
	Watchmakers	11		Bhistis	1
	Repairers of musical instruments	3		Coolies	13
	Masons	20		Prostitutes	5
	Carpenters	14			
	Painters	16		Total	478
	Carvers and gilders	3			

The cost to Government during the year for primary (native) education was Rs. 830. The primary education of poor European and Eurasian children is reported on at the end of this report."

Mr. Garrett now proposes to open a few large patshalas with more than one teacher in some of the bustees, where the poor population is thickest.

85. RAJSHAHYE DIVISION.—In this division the Inspector reports a decrease in the numbers under the head of "primary instruction." There were on the 31st of March 1,575 schools

with 37,759 pupils, against 1,648 schools with 38,778 pupils in the previous year. Rajshahye district showed an increase from 244 schools with 6,733 pupils to 281 schools with 7,957 pupils; Malda, Bogra, Rungpore, and Julpaiguri showed each a small increase; and Darjeeling a trifling increase of three schools and 28 pupils; Pubna, on the other hand, showed a trifling decrease; and Dinagepore the very large decrease of 201 schools and 3,305 pupils, the numbers last year being 212 schools with 4,296 pupils, against 413 schools with 7,601 pupils in the previous year. It will be noticed therefore that, excluding the figures from Dinagepore, there was a small increase in the number of schools and of nearly 10 per cent. in the number of pupils in the rest of the division. A greater increase could hardly be expected, seeing that all the districts were in 1874-75 already spending nearly all their funds. Of the case of Dinagepore the Inspector, Mr. C. B. Clarke, writes,—"In May 1875 it came to the knowledge of the Magistrate that great irregularities existed in the Dinagepore patshalas; on investigation, it appeared that a large number could not be found at the villages where they were stated to exist; that one Sub-Inspector had drawn from Government a larger sum of guru-pay than he paid; that a great many patshalas were not in existence in any village at all, and that if they had ever existed, the gurus were long since dead or gone. In consequence of these discoveries, one of the three Sub-Inspectors was dismissed and prosecuted for fraud, and another was relieved of his charge at his own suggestion. The number of patshalas in the district has thus been diminished temporarily at least on paper; but there can be no doubt that primary education has been put on a much sounder basis." PRIMARY INSTRUCTION.

86. The Government expenditure on primary instruction for the whole division was, according to the abstract district reports, Rs. 60,944 against Rs 70,790 in the previous year. In Pubna, Darjeeling, and Julpaiguri there was a trifling decrease in the cost to Government. In Dinagepore, there was of course a large decrease, the difference being at least Rs. 9,500. In each of the other four districts there was a small increase in the cost, the largest being in Rungpore, where Rs. 660 was spent above the previous year's expenditure. The cost to Government per pupil remains nearly the same all over the division, though showing a slight improvement in many cases. Dinagepore is again remarkable in this point; there the cost per pupil had been reduced one-half on paper, and the Inspector thinks much more in reality, owing to the reforms introduced by the Magistrate.

87. On the whole, the Inspector considers that the spread of primary education would be so far satisfactory were it not that some deduction has to be made in consequence of the operation of the new intermediate scholarship scheme, many schools classed as "middle" in the previous year being counted as intermediate schools among the primaries in last year's returns, so that "primary schools" have increased at the expense of "middle schools."

88. Dealing with the question of the distinction between D. and E. patshalas, Mr. Clarke remarks that a diversity of opinion exists among his Deputy Inspectors as to whether there is any general difference of standard between them. He writes,—"In a large part of this division, before Sir George Campbell's primary grant was given, Baboo Bhoodeb was spreading his improved patshalas, teaching a standard that is now called the intermediate, and having also normal school trained teachers. Under Baboo Bhoodeb's management some village gurus had been improved up to the intermediate standard, but most of the schools were supplied with teachers from the training schools. There never were very many indigenous gurus over a large part of this division, and those there were had been either absorbed or destroyed by competition before Sir George Campbell's primary grant was given." As a consequence of this want of indigenous gurus, the Magistrates in carrying out Sir George Campbell's scheme were obliged to employ the same class of teachers as were already teaching in the D. patshalas, or else vernacular schoolboys. The general result has been that the line of demarcation between the two kinds of patshalas, from the first very faint, has been in the course of the last four years almost altogether obliterated. This obliteration was accepted by His Honor the Lieutenant-Governor as a *fait accompli* in his divisions generally when he ordered that all grants for primary schools, whether circle, D., or E., should form a single patshala grant under the control of the Magistrates. But in passing this order His Honor did much more than merely settle a bare question of budget classification. His predecessor, Sir George Campbell, had indeed ordered that all patshalas, old as well as new, should be handed over to the control of the Magistrate, and managed by him as schools of the same standard. But neither in the resolution of September 1872 nor in subsequent resolutions and orders is it quite clear that he was aware of the fact that the greater number of the circle and D. patshalas were really above his primary school standard, being for the most part intermediate between that and the middle school standard. When, then, His Honor, in instituting the intermediate scholarship examination, practically recognized the existence of these intermediate schools, and yet at the same time finally settled the question of the control of the D. patshalas by the Magistrates, in his order to roll up the different pathsala grants in one, he was handing over to the control of the Magistrates a higher class of instruction than any that had been entrusted to them by Sir George Campbell."

89. Touching on the vexed questions of patshala fees and gurus' receipts from local sources, Mr. Clarke writes,—"My own opinion (which I will confine to this division) is that after

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a guru has obtained a Government grant of Rs. 4 or Rs. 5, it is exceedingly difficult for him to collect as large fees as he did before, and that it is difficult for him to collect anything except casual presents, the villagers maintaining their old argument, 'if Government kindly provides the guru with a salary, why should we pay him over again out of our own pockets.'" The figures from the districts show that the gurus in the primary schools represent their receipts as no more than two pice per boy per month on the average. "Allowing," writes Mr. Clarke, "each guru 24 boys (which is above the average), his fee receipt will then average 12 annas monthly. These figures entirely support my opinion; but it is possible that the gurus receive large sums which they do not acknowledge." All the reports confirm Mr. Clarke's opinion.

90. In the district of Rajshahye the patshalas are distributed with tolerable uniformity over the thanas. Of the pupils, 64 per cent. are Muhammadans and 34 per cent. are Hindus. In the lower classes of the population, however, Muhammadans are to Hindus as 4 to 1. As regards progress, Mr. Clarke writes, "53 per cent. of the patshala pupils are in the earliest stage of all, and only four per cent. are above the primary stage." "It does not appear that the Vice-President of the District Committee has taken any further steps in introducing the Midnapore plan and management, under which Mr. Harrison keeps guru schools going with an average Government support of Rs. 9 annually instead of Rs. 43, the average cost in Rajshahye." Mr. Clarke points out, what is true of all districts in all divisions, that at present the mere number of pupils who pass the primary scholarship examination forms no trustworthy ground on which to base a comparison between the results either of different years or of different districts, since the standard is not sufficiently uniform for all.

91. In Malda, while about half the mass of the population is Muhammadan, the Muhammadan pupils in patshalas are only 38 per cent. of the whole number of such pupils, against 61 per cent. of Hindus. The gurus in Malda are said to get rather more than those in any other of the districts of Rajshahye, the fees averaging in fact 5½ pice per head per month.

As to progress, writing of the results of the scholarship examination, Mr. Clarke says,—"Though it is not safe to argue from these results concerning the standard of patshalas in Malda as compared with the standard in other districts, I know that the standard of the Malda patshalas is equal to that of the patshalas in the southern half of the division."

92. In Dinagepore, while nearly half the population is returned in the census tables as Hindus, there were 2,783 Muhammadan pupils in primary schools against 1,513 Hindus. "This result," writes Mr. Clarke, "so contrary to that in all other districts of the division, is explained by the Magistrate in his report, who points out that a large proportion of the 'Hindus' of the census are imperfect Hindus of the Kuch tribe, and these are much less disposed towards education than the Muhammadans." Fees are said to be given at an average rate of three pice per head. The decrease in primary schools in this district has been already noticed.

93. In Rungpore 63 per cent of the pupils are Muhammadans, a proportion rather higher than that of Muhammadans to total population. As to progress, as many as 61 per cent. are mere beginners, while five per cent. are above the primary stages. Still the Inspector reports that "the state of education in the Rungpore patshalas, as compared with that in adjoining districts, is decidedly good." Fee payments are reckoned on an average as two pice per pupil.

94 In Bogra half the pupils are Muhammadans, while of the population they form four-fifths. Only two per cent. have risen above the primary stages, while 64 per cent. are still learning the elements. Fee payments average 2½ pice per pupil.

95. In Pubna, while probably nearly three-fourths of the lower classes are Muhammadans, only 44 per cent. of the pupils belong to that section of the population. Here 63 per cent. of the pupils are learning their letters, and only three per cent. have advanced beyond the primary stage. The fee payments are said to be as low as half a pice per pupil.

96. In Darjeeling the small increase in primary schools of three schools with 28 pupils is in those under Mr. Macfarlane, of the Scotch Presbyterian Mission. Mr. Clarke writes,—"I may remark that as in all those schools there is no fee, the actual attendance is the only real test of the strength of a school. Unless a teacher is checked by having to produce the fee for each boy, he will often load his register with the names of boys who rarely attend." Of the sections of the people for whom the schools are intended he writes,—"The Terai schools are 16 for Rajbansis, &c., and Muhammadans, and one for Meches. The Meches have a language of their own, which Mr. Macfarlane informs me is identical with that of the so-called Cachari of Goalpara. The Meches in the Darjeeling Terai are only taught Bengali and through Bengali. As they are, moreover, a shy people, frequently moving their villages about, it cannot be said that education has at present made much progress among them. Indeed the general state of education in the Sikkim Terai is much the same as in the extreme north of Mymensingh and other like places.

"The hill schools are 19 for Nepalese with 430 pupils, one for Bhooteas with 25 pupils, and two for Lepchas with 33 pupils. The children in all these schools are very young; very few are over 10 years of age. Their object in attending the school is to learn to write a Hindi letter, and as soon as they can do this, they leave to work in the tea plantations,

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where every child is worth two or three annas a day. The 19 schools for the Nepalese all teach Hindi, the Bhootea school at Kalimpore teaches Thibetan, the two Lepcha schools still teach Lepcha, but this is disappearing before Hindi. The only Lepcha books in existence are Genesis, Exodus, Matthew, and John, and a primer drawn up by Mr. Macfarlane, who says that the stock of this literature, small as it is, seems likely to outlast the Lepcha language, if not the people themselves. The number of Lepchas in the Darjeeling district was exceedingly small when the territory was annexed by the English Government; it is an error to think they have diminished under the English rule more rapidly than before. The Lepchas prefer petty agriculture to other work. As soon as their crops are harvested, they keep feasting till all is gone; then the stronger ones go to work on the plantations, while the old wander about digging for roots in the jungle. Their irregular and improvident habits are no less fatal to their existence as a tribe than to all attempts to educate them."

97. In Jalpaiguri nearly three-fifths of the pupils are Muhammadans. Here as in Rungpore many of the so-called Hindus of the census statements belong to the Kuch or Mech tribes. Among the schools are two Mech and one Garo school. The instruction in these is in Bengali. Of the 122 patshalas with 2,357 pupils, against 88 with 1,879 pupils in the previous year, 30 are "private." "This means," writes Mr. Clarke, "that in Jalpaiguri the Government assignments for education are supplemented with about equal, or rather larger, assignments by the Commissioner from the Dooars' Improvement Fund and the Cooch Behar State." During the year under report there was a very considerable development of primary education in this district.

98. DACCA DIVISION.—The following are the statistics for the division at the close of the year :—

DISTRICTS.	E. patshalas.	Pupils.	Other Government and aided lower schools.	Pupils.	Unaided schools.	Pupils.	TOTAL.	
							Schools.	Pupils.
Dacca ...	206	7,068	27	796	75	3,108	308	10,972
Furreedpore ..	214	6,679	23	608	40	1,003	277	8,290
Backergunge	269	8,603	8	286	155	3,994	432	12,883
Mymensingh	262	7,318	29	790	30	897	321	9,014
Tipperah	247	7,208	16	511	14	375	277	8,094
Total ...	1,198	36,876	103	3,000	314	9,377	1,615	49,253

Comparing these figures with those of the preceding year, we find an increase of 209 schools and 6,846 pupils. Half of this increase, it will be noticed, is in the returns of unaided schools. The Inspector does not say how far this represents an actual increase, and how far merely greater diligence in collecting statistics.

99. With all the reports before him the Officiating Commissioner writes as follows,—"On the whole, the advances made in the education of the masses have been satisfactory and encouraging. Both schools and pupils have increased considerably in number, and this in the face of the fact that in three districts out of the five the whole of the primary grant has been allotted, and that in them fresh schools cannot be aided except by having recourse to such expedients as reducing existing grants and levying fees. A real improvement has taken place not only in the quality of the education imparted, but in the teaching staff, and further efforts are being made in the same direction. The people seem more and more desirous of having education brought within their children's reach, and to be willing to contribute towards this end from their own somewhat slender means, more particularly when the guru is a really competent man. The Inspector has laboured to popularise these schools by the introduction into them of some simple poetry, and by insisting on the observance of the old practice of singing the multiplication table. He has put what ought, if the inspecting officers do their duty, an effective stop on the dawdling, indolent mode of getting through work, by insisting on a progress book being kept in each patshala, and he has provided, by the introduction of a visitors' book, that the history of each shall be on record."

100. Mr. Peacock in this passage gives a very brief epitome of the several district reports and the general report of the Inspector. In the following abstract I give the year's results in greater detail.

Dr. Robson reports that there is no longer any real distinction between D. and E. patshalas.

Dacca shows an increase of 13 aided schools, 543 pupils; Furreedpore 21 schools, 552 pupils; Backergunge 33 schools, with 2,097; Tipperah 11 schools, with a loss of 197 pupils; and Mymensingh has two more schools, with a loss of 189 pupils.

101. Backergunge shows the greatest advance. Besides the increase in the number of aided schools and pupils, there were returned 155 unaided schools, against 97 in the preceding year, and there is shown an increase of 1,014 pupils in these schools. In connection with

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this district I notice that both the Commissioner and the Inspector write in high terms of praise of Baboo Koilas Chunder Sen, the Deputy Inspector, who was selected last year to push the district on. Next to Backergunge in the advance made during the year comes Dacca, and then Furreedpore.

102. As judged by the test of average attendance, the districts keep the same order. In Backergunge the attendance per patshala rose during the year from 29 to 32, in Dacca it rose from 32 to 34, in Furreedpore it remained stationary at 31, and in Tipperah and Mymensingh it fell from 28 to 27 and from 31 to 29 respectively.

103. When we look, however, to the stage of progress attained by the aided patshalas of the several districts, we find Mymensingh in the front, with Dacca next, and then Tipperah and Furreedpore, with Backergunge last. "The standard of education," writes Dr. Robson, "in the aided patshalas differs widely. Some of them have advanced so far that they are in reality middle vernacular schools, and a few have actually been successful in passing candidates at the vernacular scholarship examination, while others have not yet risen above the stage which is characteristic of the old indigenous patshalas. With a view to get some definite information with regard to the quality of the education imparted in the aided patshalas, I requested the Deputy Inspectors to furnish me with a classification according to the standard attained. The aided patshalas have been accordingly divided into the following four classes:—

1st Class.—Patshalas teaching the intermediate course.

2nd Class.—Patshalas advanced beyond the primary standard, but not yet in first class.

3rd Class.—Patshalas teaching the revised primary course.

4th Class.—Patshalas below the standard of third class.

104. The classification was as below:—

	1st Class.	2nd Class.	3rd Class.	4th Class.	Total.
Dacca	4	25	148	29	206
Furreedpore	19	19	79	97	214
Backergunge	20	19	78	152	269
Mymensingh	9	50	133	70	262
Tipperah	13	43	82	109	247
Total	65	156	520	457	1,198

105. Commenting on the progress exhibited in these returns, Dr. Robson points out that during the year "the efforts of the inspecting officers have been chiefly directed to improving the standard of education in the patshalas, and they have met with a large measure of success, for the policy of progress is in harmony with popular feeling. The reports and returns of the year 1874-75 afford no materials for determining the number of patshalas which had risen above the old indigenous type, and it is therefore unfortunately impossible to give accurate statistics of the advance made since the adoption of the new policy of progress. The Deputy Inspectors, however, are unanimous in declaring that there has been a very general elevation of the standard of education in the patshalas during the year."

106. One co-efficient in the superiority of Mymensingh in point of progress is to be found in the superior quality of the gurus, as many as 70 out of the 262, or more than one-fourth, having passed either the vernacular or the minor scholarship examination; while in none other districts had as many as one-sixth passed either of these examinations. In Backergunge, however, great efforts were made, and with great success, to supersede incompetent gurus.

107. Dr. Robson insists at length on the extent to which educational progress depends upon the qualifications of the gurus. He cites one case as typical in illustration. "About 15 months ago," he writes, "I visited the Fatullah patshala, six miles east of Dacca. The guru, an old putwaree of the most unimproveable type, completely broke down in an attempt to read Bodhodoy. The attendance was small, and the education given was confined to writing and accounts; even from an indigenous point of view the patshala would be classified as bad. It had a five-rupee grant, and no fees were paid by the boys, who were mostly Muhammadans of the agricultural class. On my expressing the opinion that a grant to such a school was a mere waste of money, the Additional Deputy-Inspector who accompanied me remarked that he considered it a matter of some importance to keep up even such a school among Muhammadan agriculturists, who had not yet learned to appreciate a higher type of education. Shortly after, the incompetent old putwaree was replaced by a vernacular certificate-holder with a reduced grant of Rs 4. On visiting the village again some months ago, I was surprised to find a numerously-attended and thriving patshala, with a good first class reading *Bodhodoy* and *Padyapath*, and working sums in long division. The progress made in the course of a few months was not so remarkable as the fact that these Muhammadan agriculturists, who were said to be so indifferent to education, were actually paying fees to the new guru to the amount of Rs. 4-8 a month."

108. The only system of payment-by-results in this division has been that of increasing or diminishing the gurus' pay according to the reports, favourable or otherwise, of the inspecting officers. This system was introduced by Dr. Robson in the year preceding the one now under report, and was fully explained in that year's report in paragraphs 110 and 111. This system has been in operation in slightly various forms in all the districts, and has done much to improve the patshalas by stimulating the gurus. In addition to this fundamental principle of payment, occasional rewards might be won by the gurus, who showed good results at the primary scholarship examination. PRIMARY INSTRUCTION.

109. Mr. Peacock writes on this subject that the system "has worked satisfactorily and has certainly acted as a great stimulus to the gurus to try and improve themselves and their patshalas as much as possible. From the statement contained in the Inspector's report, it would seem that a successful guru is not only sure of obtaining the largest stipend, but is equally sure of getting the largest income from local sources. This is exactly as it should be. It is perhaps a little singular that the average income from private sources should be in such exact accordance with the guru's qualifications as it is shown to be; but the information has been collected by the man whom I consider the best Deputy Inspector in the division, and is, I have no reason to suppose, otherwise than accurate. The statement exhibits two facts, each of them important in its way. In the first place it shows that anything like a general subsidizing of patshalas has been altogether put a stop to, and in the second that the fact of a grant of Government money being made to a patshala has not been taken by the residents in the neighbourhood as a sufficient reason for ceasing to contribute towards its support."

110. The "statement" referred to in these quotations was drawn up by the Deputy Inspector of Backergunge, and was in substance as follows:—The gurus were classified under four heads; under the first were placed 44 holders of minor and vernacular certificates; under the second 42 holders of guru-training school certificates, and teachers who had read the minor or vernacular scholarship course without winning certificates; under the third head were 41 untrained and uncertificated gurus, but such as were nevertheless able to teach *Bodhoday* and the four rules in arithmetic, simple and compound; in the fourth class were 88 improvable and 59 unimprovable gurus. Taking this classification, the Deputy Inspector has shown that the average annual income of the gurus of each class from fees and subscriptions, and from the primary grant fund, were as below:—

Class of gurus.	Number of gurus.	Average Annual Income per Head. From Government.			From local sources.			Total.		
		Rs	A.	P.	Rs	A.	P.	Rs.	A.	P.
First class ...	44	46	10	6	55	9	0	102	3	6
Second "	42	42	0	11	36	5	6	78	6	5
Third " ...	41	36	6	10	31	2	8	67	9	6
Fourth " ...	147	27	8	0	25	1	1	52	9	1

111. This "statement" certainly bears out Mr. Peacock's remarks. But I should have liked to have had some assurance from the Inspector that the working of this system was not subject to the great drawback of "giving most to those who needed least." For it is most important to keep in mind that it is the object of Government before all things to extend the system of patshalas far and wide, and only when this object has been attained as far as practicable, to consolidate the system. I should have liked to know more about the backward sub-divisions of Madaripore and Patooakhally, and what share of the primary grant was laid out in them.

112. One thing which is checking the further extension of the patshalas in two of the districts is the want of inspecting officers. Dacca, Furreedpore, and Tipperah spent all they had to spend. Mymensingh and Backergunge had funds for 100 and 50 more patshalas respectively, but were too weak in their inspecting staffs to open more schools. Commenting on this, Mr. Peacock writes,—"The fact that Furreedpore should have been able to aid many additional schools is somewhat surprising, for, like Dacca, the whole of its grant for primary education has been allotted. It is not explained how this has been done, but I suppose that some of the higher grants must have been reduced. Backergunge and Mymensingh have still a considerable portion of their primary grant unappropriated, and no doubt the past year would have shown much larger results, but for the inadequacy of the inspecting staff, which was unable to do more than look after schools already in existence, without adding fresh ones to the list. Late in the year the staff has increased in both districts, and the current year will no doubt show that most, if not all, of the available funds have been put out."

113. In last year's report I drew attention to a set of rules issued by the Magistrate of Dacca, on the recommendation of Dr. Robson, with regard to the payment of fees in patshalas. The object of these rules was to effect a reduction in the larger grants, without, if possible, affecting the income of the gurus, or impairing the efficiency of the schools. Both Mr. D. R. Lyall and Mr. Peacock were sanguine of the successful working of the rules, and I gave it as my opinion that the fees would be realized if judgment was used in working the rules. The year's experience fully justifies these expectations. The rules were enforced

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throughout the Dacca district with excellent results. In the report it is stated that though "in many instances the inspecting officers had to strike off the names of defaulters, in most cases they applied for re-admission in the course of a fortnight or so. That the rules have not interfered with the prosperity of the patshalas is proved by the striking fact that the average number of pupils has risen from 32 to 34."

114. On this Mr. Peacock writes,—"In Dacca the rules with regard to the payment of fees by boys reading in aided patshalas introduced last year have worked well. At first, as was anticipated, many boys were struck off the rolls on default of payment, but in most cases they were soon re-admitted. This entirely bears out the opinion I expressed in the 4th paragraph of my last report. I felt sure then that with a peasantry as well off as that of Eastern Bengal, and with the widespread desire of education that prevails amongst them, the rules only required to be worked with firmness to be a success."

115. Mr. Peacock, however, while thus expressing his belief that primary education is becoming more popular each successive year, thinks that it is "pretty generally admitted that the growth of this kind of education will depend entirely upon the amount of money that can be spent on it. In Dacca the whole of the grant has long ago been allotted, and the only source from which other schools can be aided is the reduction of existing grants. This must soon reach its limits. In this respect both Tipperah and Furreedpore are in much the same position, except that in the latter fees do not seem to be charged, and in the former over Rs. 2,000 a year are contributed by the Rajah of Tipperah and other wealthy zemindars." Among the districts of Eastern Bengal, Tipperah seems indeed to be honorably distinguished by the large amounts contributed by the zemindars for primary education.

116. The ten model schools along the base of the Garo Hills are not appreciated yet by the tribes. There were 167 pupils from the Garos, Hajuns, and other hill tribes on the rolls, but their attendance was very irregular.

117. *Primary scholarship examination.*—As in other divisions, this examination was managed by each district in its own way, so that no comparison can be based upon the figured results:—

Districts.	Schools competing.	Candidates appearing.	Candidates passed.	Scholarships
Dacca	161	523	292	13
Furreedpore	108	242	113	10
Backergunge	84	286	115	10
Mymensingh	113	289	52	12
Tipperah	79	243	158	10
Total	545	1,583	730	56

Like the other Inspectors, Dr. Robson remarks on the increasing burden this examination entails upon the subordinate inspecting staff. He reports that "certificates" are highly prized by the children and their friends.

118. One of the practical advantages of a carefully-conducted competitive examination is the basis which it affords for rewarding the gurus according to the results of their work. In Backergunge the gurus received a reward of Rs. 3 for every boy passed in the first division, Rs. 2 for every boy in the second, and Re. 1 for every boy in the third. The same plan was adopted in Tipperah, Mymensingh, and Furreedpore; in Dacca the rewards were restricted to the gurus of unaided patshalas. In addition to these rewards, the gurus were on some occasions rewarded by the parents of the successful candidates.

119. The question suggests itself whether a little extension of this system by the Magistrate would not make the system as far-reaching and economical as in Midnapore. The Commissioner writes of the examination as follows:—"It appears impossible, as explained by Dr. Robson, that this examination, as at present conducted, can be any test of the comparative state of primary education in the different districts, inasmuch as there was a difference in the questions set, and necessarily also in the examiners. This is a drawback in many ways too obvious to need pointing out, but it is one a complete remedy for which is not easily devised. One step in this direction would be the preparation by the Inspector, or in his office, of the questions to be answered *vivâ voce* and in writing. These might be printed on common paper at a trifling cost and forwarded to all the examination centres." Mr. Peacock is also of opinion that by remunerating the examiners we should guard to some extent against the perfunctory and unsatisfactory discharge of their duties. He remains of the same mind as in the previous year on the advisability of granting certificates to those boys who pass, but do not gain scholarships. It will be gathered from the foregoing that Mr. Peacock, like some of the other Divisional Commissioners, is not so averse to a uniformity of system in the matter of primary schools as some of the district Magistrates are.

120. I am not prepared to recommend the remuneration of examiners for every district. However, if the number of candidates goes on increasing as heretofore, some scheme must be framed for freeing the subordinate inspecting officers from a labour seriously interfering with their work.

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121. CHITTAGONG DIVISION.—The following table gives the statistics of the primary schools at the end of the year:—

DISTRICTS.	E. pathsalas.	Pupils.	Other aided schools.	Pupils.	Unaided schools.	Pupils.	TOTAL.	
							Schools.	Pupils.
Chittagong ...	161	4,900	12	468	36	740	209	6,108
Noakholly	149	4,943	5	135	14	399	168	5,477
Hill Tracts	5	39	...	.....	2	35	7	74
Total ...	315	9,882	17	603	52	1,174	384	11,659

122. The total of lower vernacular schools has thus risen from 317 with 11,062 pupils to 384 with 11,659 pupils, an increase of 67 schools and 597 pupils. The very disproportionate increase in the number of pupils is explained by the falling off in the Chittagong district, where there was a loss of 320 pupils, with a gain of seven E. schools, the whole number of pupils in the E. schools of the division falling during the year from 10,216 to 9,882. This decline is attributed by the Deputy Inspector to the enforcement of the rules with regard to the payment of fees, which was introduced in the last half of the year, and which I have noticed under the head of the Dacca Division. Dr. Robson, agreeing with his subordinate, writes "that the people of Chittagong are both able and willing to pay for the education of their children is proved by the large number of indigenous patshalas in the district, which depend wholly on local support. They were ready enough, however, to avail themselves of the superior education afforded gratuitously by the aided patshalas, and after enjoying its advantages for more than two years, they naturally looked with disfavour upon the introduction of compulsory payment of fees. When similar rules were introduced in the Dacca district more than a year ago, there was at first a considerable diminution in the attendance; but in the course of a few months those whose names had been struck off the rolls, or who had been withdrawn, were re-admitted; and before the end of the year, the attendance was greater than before the promulgation of the fee rules, the average number of pupils to each patshala having risen from 30 to 32. There is every reason to expect that the same will be the result in Chittagong. The fee rules are such as cannot be reasonably objected to, for they provide for free tuition to all who are too poor to pay, and the rate of fees varies according to the circumstances of the parents of the pupils. In insisting upon the payment of fees, we have not to contend with the prejudices of the people, for it has always been the custom in this country for the village teacher to be remunerated by those whose children he instructs."

123. I am quite of Dr. Robson's opinion as to the ultimate acquiescence of the people in the compulsory payment of fees. In the first broadcast sowing of patshalas it was perhaps inevitable that subordinate officers, eager and zealous, should promise the villagers, as they too often did, that fees would not be required of them; and these delusive promises are now bearing fruit in the unwillingness of the Chittagong villagers to accept the new rules. A little firmness and reasoning will soon bring them to a better frame of mind.

124. At the same time I watch the experiment of *compulsory* fees with some little anxiety. We cannot insist too strongly on the unofficial status of the village gurus, or on the liberty of the people to choose their own guru. Our policy hitherto has not been to impose a guru authoritatively upon the village community, but only to assist a better-qualified teacher to compete with a better chance of success against the ill-qualified man in possession. There is perhaps some danger that the levying of compulsory fees may obscure this view of the guru's relation to his village constituency, and that the removal of official pressure, when it takes place, will be followed by a falling off in the guru's receipts.

125. In no division, however, could the experiment be more safely tried. The very large number of unaided schools will always make it easy for those who object to paying the fees of the aided schools, to send their children to a guru who will charge less. And so the small number of aided schools may be allowed to assume something more of the character of Government model schools. The Commissioner sets the number of unaided schools in the Chittagong district at 1,480 with 23,953 pupils, and those of Noakholly at 1,192 with 14,864, making a total of 2,672 schools with 38,817 pupils. He writes—"Taking the area of this division at 10,937 square miles, and the population at 1,910,943 souls, there were about three square miles to each school, with a population of 610 souls. These figures clearly show that the existing means for primary education are sufficient for the requirements of the people."

126. Mr. Lowis thus thinks that the Chittagong division is well off as to the quantity of primary education, and that improvement in the quality demands more attention. This opinion, taken with those of other divisional and district officers, shows how impossible it is at present to insist upon any one theory of primary instruction, or a uniform procedure, for divisions so variously circumstanced.

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127. Mr. Lowis writes—"Our endeavours should, I think, be wholly directed to the improvement of the quality of education now imparted by the indigenous schools, rather than to a multiplication of their number. This object the system introduced last year of paying by results is eminently calculated to attain." Then referring to the reports of the unwillingness of the people to pay under the new rules, he writes,—"The people of this division are in a position to pay, and do pay freely for the maintenance of a large number of patshalas, maktabs, and kyoungs; and the extension of our grant-in-aid system to such schools only makes the people withhold the trifle that they have been in the habit of paying to the gurus. Our best course could, therefore, be to withdraw all grants, and fall back upon the system of paying by results, according to the plans of Mr. Kirkwood and Mr. Porch." Mr. Lowis approves of the system of compulsory fees introduced by Dr. Robson, already referred to, and of the success of which he is confident. "This plan," writes Mr. Lowis, "will admit of greater strictness in the appointment of gurus; and its first fruit will, I trust, be the disappearance of the terrible *patois* for which the country is now celebrated.

128. The systems of Mr. Kirkwood and Mr. Porch, alluded to by the Commissioner, are thus explained by Dr. Robson:—"A very considerable change in the administration of the primary system in Chittagong was introduced during the year by Mr. Kirkwood, the Magistrate of the district. Formerly the patshala grants were divided into three grades of Rs. 5, 4, and 3, according to the qualifications of the guru, the number of pupils, and the standard of education imparted. In September last the grants, with the exception of a few, which were reserved for backward parts, were reduced to a uniform level of Rs. 3 each, and a reward fund was created from the surplus thereby obtained. Rewards amounting to Rs. 1,468 were distributed to the boys and gurus of aided and unaided primary schools according to the results of an elaborate system of examination.

"As in the Midnapore system, the whole district was parcelled out into seven centres and 70 sub-centres. The 70 sub-central examinations extended over nearly three months, and were conducted by the Sub-Inspectors. Aided patshala boys gaining one-third, and unaided patshala boys gaining one-fifth of the total marks at the sub-central examinations were entitled to be admitted to the centre examinations. The boys of 10 sub-centres were examined at one centre by the Deputy Inspector, and the seven primary scholarships were awarded to the boys, who stood first in each of the seven centres. Rewards, varying in amount from Rs. 10 to Rs. 2, were given to 136 boys, who passed the centre examinations creditably, and rewards, amounting in all to Rs. 1,000, were given to the teachers of the successful candidates."

129. This neatly-rounded scheme of Mr. Kirkwood's seems to have worked most healthily. The unaided schools had new life infused into them, and 44 unaided schools sent up 112 boys, of whom 20 gained prizes. The Inspector, however, reports that "the change is not popular with the gurus." I take it for granted that he refers only to the gurus of aided schools, and I consider this in itself a most satisfactory proof of the wisdom of Mr. Kirkwood's reform. Naturally the gurus prefer a steady monthly income to the competition system; and I consider this manifested preference on the part of the Chittagong gurus as a very plain lesson that the stimulus of rewards must be applied to the pupils even more than to the gurus. Spurred on by the hope of winning prizes, the boys will become discontented with their lazy teachers, and will go away to more active gurus.

130. Mr. Porch, the Magistrate of Noakholly, adopted a somewhat different system. He took as his model the old circle school system, and arranged his patshalas in circles, each under the superintendence of an inspecting guru. I may call attention, by the way, to this choice of a model, as illustrating the very different estimates formed by district officers of the utility of our old educational machinery. While some of the Magistrates are sweeping away the circle system as clumsy and costly, Mr. Porch has found in it an instrument ready to his hand for carrying out the most recent improvements.

131. Mr. Porch thus describes his own system:—"In order to strengthen the present patshala system, the following plan has been adopted. Taking the thana as the best established area for administrative purposes, all the patshalas with regard to mutual proximity have been gathered into separate groups or circles, the strongest and best patshala being taken as the centre of each group, and the teacher of that head patshala being made the circle guru of the group, viz., teacher of his own patshala, and supervisor of the outlying weaker patshalas attached to it, for the purpose of maintaining efficiency and discipline. Thus grouped the schools are a mutual support to one another, and admit of most systematized control; and in case of temporary failure from the absence of a master, the boys can continue their studies in the nearest patshala of the circle. It gives a more recognized position also to the best of the gurus, and encourages emulation and improvement among both boys and masters. Boys in outlying places studying for scholarships will not be so helpless in the matter of continuing their studies in the case of a temporary breakdown of a patshala, and such casualties are of frequent occurrence.

"The uninspected or indigenous patshalas and maktabs will also be taken into account by the circle gurus. In this way I have divided the patshalas of the eight thanas into

33 circles, each of which consists of a number of patshalas the maximum number not exceeding six, and the minimum not less than three. The inspecting guru will, in addition to his own duties, go round to each of the patshalas in his circle, so that he may be able to look after the teaching in each at least four times a month. This will not apply to his own patshala, which he will teach every day, and arrange for when visiting the attached patshalas. For the extra work he will get a reward of one rupee for every qualified boy of one year's residence in the patshala circle, whom he can pass in the primary scholarship examination. It is further intended in the gradual revision of grants-in-aid to keep circle gurus' grants proportionally higher than those of the other teachers." Supplementary to this system of supervision, that of quarterly rewards and fines was also in operation. Mr. Porch's scheme is wanting, perhaps, in that elastic expansiveness, which is the great feature of Mr. Harrison's and Mr. Kirkwood's; but, on the other hand, if thoroughly worked, it ensures greater efficiency and discipline—no mean compensation. And after all the limit to the expansiveness of the examination scheme, pure and simple, is reached when the reward fund can be no longer drawn upon, I shall watch the Noakholly system with great interest.

132. The Inspector reports that the efforts of the small inspecting staff in Noakholly were directed to improving the standard of instruction, with the satisfactory result of raising 18 patshalas to the intermediate standard, and all but 18 others to the primary. The schools increased from 140 to 149, want of funds preventing any further extension, though the average grant was less than Rs. 3. There was a temporary loss of 53 pupils, owing to the presence and prevalence of cholera in the district

133. In the 1,192 unaided schools in Noakholly already spoken of, the average attendance was only 12 against 33 in the aided schools. Dr. Robson says—"The great majority are maktabs in which the education given is usually confined to repeating passages from the Koran, the language of which is unintelligible to both teachers and pupils. In 27 Persian is taught in addition." Of the 14,864 pupils; 13,119 were Mussulmans, and 475 girls.

134. Of primary instruction in the Hill Tracts, Dr. Robson writes as follows:—

"Towards the end of the year primary education was at last commenced in the Hill Tracts by the establishment of five patshalas. This is no doubt a small beginning, but it is really a great matter to have done something after a preliminary incubation of more than three years. There is every likelihood of ultimate success; for though the simple-minded hill people have had no experience of education, and know nothing of its value, they are very amenable to the advice of their paternal rulers, and will send their children to school if told to do so. The Deputy Commissioner believes these schools will be a real benefit to the people."

135. The plan followed in British Burmah of rewarding the Buddhist monastic schools according to the results of an examination was also introduced into the Hill Tracts and Cox's Bazar during this year. Of those kyoungs, 23 with 331 pupils were examined by the Deputy Inspector, and 86 of these pupils passed in reading and writing, and 19 in arithmetic, winning rewards to the value of Rs. 105. The Raolees or teachers also received Rs. 200 as rewards, in the shape of books and slates. The Cox's Bazar kyoungs are rewarded from the Hill Tracts Primary Fund.

136. *Primary scholarship examination.*—In Chittagong, a uniform examination, with one set of questions, was held in all the sub-centres and centres. Of the aided schools, 144 sent up 545 candidates, and passed 300 at the sub-centres; of the unaided, 44 schools sent up 112, and passed 37 pupils. Of these candidates, 303 afterwards went up to the centres, and 136 of them passed. The pupils received rewards to the value of Rs. 468, and the gurus to Rs. 1,000.

In Noakholly, on the other hand, all the candidates were gathered at the sudder station. In spite of long distances and dangerous rivers, 66 patshalas sent up 188 candidates. But the great strictness of the examination allowed only 13 of the whole number to pass. I should fear that the great difficulties which seem thrown in their way will discourage the gurus and their pupils.

137. PATNA DIVISION.—The total number of primary schools under inspection on 31st March 1875 and 31st March 1876 is here given:—

Class of Schools.	31st March 1875. Schools.	31st March 1875. Pupils.	31st March 1876. Schools.	31st March 1876. Pupils.
D. patshalas	91	2,831	90	3,407
E. patshalas	1,799	36,923	1,901	45,462
Guru training classes	1	6	1	25
Girls' schools	1	12	3	53
Total aided from primary grant ...	1,892	39,772	1,995	48,947
Unaided schools	99	1,774	154	2,401
Total ...	1,991	41,546	2,149	51,348

Unaided schools are shown only for Patna, Shahabad, and Sarun. They are dismissed from consideration by the Inspector, the incompleteness of the returns making the figures submitted

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valueless as statistics. Last year the Inspector reported that there was little difference between the D. and E. patshalas. This year he writes—"The distinction between D. and E. pathsalas is now unmeaning. By the original resolution Rs. 500 a year was given to each of the districts of Patna, Gya, Shahabad, and Tirhoot; Rs. 300 to Sarun; and Rs. 200 to Chumparun. Rs. 500 will maintain eight five-rupee patshalas. Yet Patna returns 36 D. patshalas, and Gya 43. Mozufferpore, Durbhunga, and Chumparun return none, the two grants having been amalgamated. The Director required separate returns for D. patshalas, and I now give them once for all. Hereafter I shall make no distinction between those established before 30th September 1872 and those established after that date."

138. The preceding table shows an increase of 101 schools and 9,115 pupils. The distribution of this increase is shown in the following figures :—

Districts.	1875.		1876.		Increase.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Patna	254	6,414	259	7,953	5	1,539
Gya	370	7,696	363	9,253	—7	1,557
Shahabad	291	5,869	322	7,346	31	1,477
Sarun	328	6,942	338	7,524	10	582
Chumparun	177	3,589	197	5,283	20	1,694
Mozufferpore	290	5,686	283	6,590	—7	904
Durbhunga	180	3,558	229	4,920	49	1,362

Patna and Chumparun show the largest attendance per patshala, there being 31 pupils to each patshala in the former district and 27 in the latter. During the year the efforts of the inspecting officers in Patna and Gya were directed towards increasing the attendance rather than the number of schools; in Shahabad a more economical distribution of the primary school funds added 31 to the number of aided schools; and in Chumparun and Durbhunga the placing out of money unallotted in the previous year increased the number of schools to the extent shown above.

139. After pointing out the advance in primary instruction, to which these figures witness, the Inspector discusses very fully and minutely the progress shown during the year. "I directed all Deputy Inspectors," writes Mr. Croft, "in making out their returns, to divide their patshalas into three classes—A., B., and C.; A. to include all those which had advanced beyond the primary scholarship standard, either to the new intermediate, or to the vernacular scholarship standard; B., those that were up to the new standard of the primary scholarship; and C., those that had not reached that standard."

140. The returns submitted showed that 25 patshalas had reached the middle vernacular standard, of which nine were in Patna district; that 185 had reached the intermediate standard, 47 of which were in Patna and 43 in Shahabad; and that 549 had reached the primary standard, 110 in Patna, 116 in Gya, and 156 in Shahabad. "In my last year's report," writes Mr. Croft, "I estimated that some 60 or 80 D. and E. patshalas in Patna Division would compete at the intermediate scholarship examination of 1876, besides those that competed for vernacular scholarships. From the figures of the Deputy Inspectors, however, it now appears that, in addition to 25 patshalas that have reached the middle standard, there are 185 classed as intermediate; and it is asserted that the majority of these will compete for the corresponding scholarships this year." As regards the return of 25 middle schools, the Inspector had a satisfactory test in the vernacular scholarship examination, 17 of these schools having actually passed candidates at that examination, to which all sent up candidates. But to the returns of the intermediate schools, and of the schools in class B., no such test could be applied; the intermediate examination never having been yet held, while the primary scholarship standard varied in different districts. However, *faute de mieux*, Mr. Croft was able to verify the relative correctness of the district figures, and so to establish the probability of their absolute correctness by the application of two tests—one furnished in the progress returns filled in under the Sub-Inspector's own eye or checked by him; and the other in his own inspection visits. Of the latter test he writes—"In the course of my cold-weather tour, I examined in this division some 660 patshalas, with 11,400 pupils present. I early abandoned the idea of inspecting patshalas *in situ*, being convinced that I could not attempt to do justice to the large area under my inspection without adopting the plan of central examinations. Accordingly from day to day I shifted my camp to convenient centres, 15, 20, or 25 miles apart, at which, by previous arrangement, all the neighbouring patshalas within a radius of 10 or 12 miles had been summoned to attend. Sometimes half a dozen patshalas came, sometimes 30 or 40. In the larger gatherings I could not pretend to examine every boy, but no boy who could read or spell out a word, or who could work a sum in one of the four simple rules, failed to come under my immediate review. Having in this way examined one-third of the patshalas, and one-fourth of the pupils in the Patna Division, the records of my examinations afford a trustworthy check." By "reading" was meant reading from print, and not in manuscript; and in the best districts, Patna and Shahabad, Mr. Croft found as many as 39 and 40 per cent. of the patshala pupils in the book-reading stage.

141. The application of these independent tests generally established the correctness of the district's own estimates of the stage of progress reached. Patna and Shahabad came first; then Gya; then Durbhunga, Mozufferpore, and Sarun; and last Chumparun. Of Chumparun, however, Mr. Croft reports that the state of its primary schools, as compared with themselves in the preceding year, shows a greater advance than is shown anywhere else for the same period. In all this there is strong confirmation of the anticipation in last year's report. PRIMARY INSTRUCTION.

142. But while on the whole the progress in primary instruction is well marked, the primary schools of the Patna Division show a much slower advance in arithmetic than in reading. For three boys that can read easy sentences, there is only one that can do a multiplication or division sum. For this Mr. Croft gives two causes—"One is that the old-fashioned guru can, and in many cases does, teach himself Nagri, while he cannot teach himself arithmetic of a kind entirely different from that to which he has been used. European arithmetic therefore is prevalent in those districts which are well supplied with trained gurus. The second reason is that in all districts the inspecting officers insist upon the teaching of bazar accounts and the like before the new arithmetic is begun. This is of course a useful rule. While endeavouring to raise the status of the bulk of the patshalas by presenting them with the rudiments of a liberal education in the form of printed books and the four rules, it is none the less necessary to continue that technical instruction which enables pupils to look after their own interests, and to which the education of patshalas has until lately been confined. In town districts, or in villages of baniyas, bazar arithmetic is still the chief thing attended to; while in those parts mainly given over to agriculture, elementary mensuration is assiduously practised. In my late journeys I enforced the necessity of constant attention to these useful subjects by a public competition of all the best boys."

143. In the Report for 1874-75 Mr. Croft stated that the best results were shown by those gurus who had passed through the normal schools. In the present Report the subject is discussed at length. The figures on this point are as below:—

District.	Trained in the Normal School.	Untrained, but competent.	Need training
Patna	121	55	83
Gya .. .	155	56	152
Shahabad . .	109	106	108
Sarun ..	154	67	117
Chumparun . . .	41	7	150
Mozufferpore ..	24	27	226
Durbhunga .	42	46	141
Total .	646	364	977

144. Remarking on these returns Mr. Croft writes—"Roughly speaking, half the gurus are fit for their work, and can teach the primary scholarship standard, or above. The number of qualified gurus is largest in the southern districts and in Sarun. In Gya there is a heavy balance of untrained gurus, but the number of those that are qualified is high enough to justify expectations of even greater progress than has yet been won. In Sarun the number is so large as to afford to my mind additional proof, if necessary, that the educational resources of the district have not been adequately utilized. The Chumparun Normal School has been only a year at work, and very few teachers have been attracted from the neighbouring districts of the north-west. The figures of Mozufferpore district are painfully significant. A normal school has existed for years, but the number of qualified gurus is no higher than in Chumparun. For the purposes of primary education, this normal school has not been made as useful as it might have been. No attempt has been made to secure for the patshalas the successive batches of "umedwars" trained in the school: it turns out that in nearly all cases they have enjoyed their stipends, received a capital education, and then gone about their business." The evil only touched on in the last sentence is discussed under the head of Normal Schools. It is one that is felt more or less in all divisions, and demands especial attention.

145. The gurus returned as qualified, otherwise than by a normal school training, form the bulk of those who raise their patshalas above the primary scholarship standard. This is true of the deltaic districts, as well as of Behar. The intermediate examination will furnish us with the fan for separating the chaff from the grain among those schools, mere pretenders being detected and reduced to their proper level.

146. "The teachers that are most popular with the villagers," writes Mr. Croft, "most successful all round, and that attract the largest number of boys, are gurus of the old stamp, who have been trained in the normal school." "As a teacher of reading and arithmetic the young man from a middle school is doubtless more efficient, and the country people have begun fully to recognize the worth of efficiency in these matters. But there is a prevalent belief that the new class of guru gives himself airs and will not mingle with the people in the same way as the old-fashioned guru; he refuses payment in kind, insisting on cash; his discipline is over-strict; and he often sacrifies bazar arithmetic to Nagri. The

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old-fashioned guru, even after training, is free from these defects; and his training unquestionably enhances his value in the eyes of the people. They see that his pupils learn more and more quickly than before, and that the ability to read a printed summons in Nagri is a valuable acquisition. I have often pointed this moral in my patshala gatherings."

147. The question how far the new patshala system has really succeeded in penetrating through the middle classes down to the lower strata of society, is answered by Mr. Croft in a more encouraging manner than by some other of the circle inspectors. He makes a rough classification of the pupils according to caste, showing that, though the Brahmins, Rajpoots, Kaiths (of the lower or putwaree class mainly), and the trading castes get rather more than their fair share, the agricultural and the lower castes are well represented. Of the trading and the agricultural castes he writes—"The castes of traders proper number only five per cent. of the population; but in some of the returns the artizan castes, such as carpenters, goldsmiths, and the like, have been included in this group, which would bring the rate up to 14 per cent. In the patshalas they are 21 per cent.; and in spite of the fact that these classes are the typical supporters of the old-fashioned patshala with its unimproved bazar arithmetic, and that even now they constantly leave the improved patshala after so much learning has been gained, yet their hereditary intelligence is shown by the fact that (like the putwaree Kaith) their proportion is somewhat higher in A. patshalas than in those of lower pretensions." "The agricultural castes are 27 per cent. of the population and 33 per cent. of the pupils. They are nearly all connected in some way with the land; but the cultivation of the soil is by no means confined to them; thousands must be added from the other classes, so that the total number of cultivators rises to 43 per cent. of the school population. This is a fact not without significance. The Babhans, of whom there are a million in Behar, are commonly stigmatised as a quarrelsome race, averse to learning; yet I have always been struck by the way in which they crowd into the patshalas. And although they prefer those schools which teach simple mensuration and land accounts, yet, even among them, as among the other cultivating classes, the zeal for more learning is beginning to manifest itself." In spite, in fact, of the obstructiveness of Brahmins and zemindars in Durbhunga and Chumparun, "education, and with it growing intelligence, are abroad among the ryots of Behar—a fact that may not be void of results in the next generation, when the question of tenant-right has attained greater prominence than it now possesses."

148. The lowest castes, such as Kahars, Dosadhs, Chamars, and the like, are only very partially reached. The Mussulman pupils are 11 per cent. of the total number. On the subject of expenditure, it is reported that while the Government cost has advanced six per cent., private expenditure has advanced 43 per cent., the latter forming one-third of the total expenditure. In figures, of the total primary grant to the division of Rs. 80,100, Rs. 76,361 were spent, and were met by Rs. 38,863 from local funds. All the districts used up their grants, except Mozufferpore and Durbhunga.

149. The figures showing the district expenditure are worth notice. The Government money is laid out to the best advantage in Patna, Gya, Shahabad, Sarun, and Durbhunga, in which districts the average yearly rate of aid is Rs. 34 to Rs. 36: in Mozufferpore it rises to Rs. 42½, and in Chumparun to Rs. 45. This high rate of aid in Chumparun is necessitated by the almost entire absence of private contribution; but the Mozufferpore rate seems needlessly extravagant, whether the guru's total income be considered, or his general qualifications. The private income of a guru is highest in Patna, where it reaches Rs. 29 a year; in Gya and Mozufferpore it is Rs. 26; Sarun and Durbhunga come next, with an annual income of Rs. 19. Shahabad, on the other hand, though in other respects one of the two most advanced districts, pays its gurus from private sources only Rs. 10 a year. The average yearly expenditure for each pupil is Rs. 2-5, or two annas less than last year; the Government expenditure being Re. 1-8, or four annas less. Patna, again, comes first, costing Government Re. 1-3 per head, while in Mozufferpore the cost to Government per pupil rises to Re. 1-13.

150. These figures do not contrast favourably with the Midnapore figures. Mr. Croft is still of opinion, however, that no better approach to the method of payment-by-results can be made than that proposed by him in the preceding year, namely, "payment by classification." He writes—"This has been attempted in several districts, and carried out with complete success in Shahabad and in Gya. In Shahabad the subjects of study in four classes (or "sections") are accurately defined, that of the lowest class comprising the Nagri alphabet and simple multiplication, besides country arithmetic; and the highest class comprising subjects a year beyond the primary scholarship standard, which defines the course of the class next below the highest. A patshala is classed *and paid* according to the number of "sections" it teaches the rates being Rs. 2-8, Rs. 3, Rs. 4, or Rs. 5, according as it teaches one, two, three, or four sections." This classification is supplemented by Mr. Wells, the Magistrate, by an elaborate system of "progress" records, to trace the improvement of the pupils individually. In Gya; a similar classification is in force, attendance as well as progress determining the rate of payment.

151. I agree with Mr. Croft in thinking this method, rough as it must be in the beginning, sufficient for the present. It gives the gurus an effectual incentive to exertion; and

a methodical and active supervision by the Deputy Inspector will test the accuracy of the Sub-Inspector's classification, and keep the Magistrate exactly informed of the progress of his schools. PRIMARY INSTRUCTION.

152. One note of progress in a district is beyond question supplied in the permanence or instability of its schools. It is a statement full of significance, when read in connection with the foregoing abstract, that as many as 59 schools were abolished during the year in Sarun, while not a single grant was withdrawn in Shahabad and Gya. Occasional transfers of grants have no doubt a most salutary effect on the body of the gurus, warning them in the most emphatic way that Government, if long-suffering, is not therefore indifferent. But it is to be feared that the zeal of Deputy Inspectors and Sub-Inspectors is too apt to degenerate into impatience; and it is necessary to remind them that few evils are more serious than that of instability, or more costly to Government.

153. The Commissioner, Mr. Metcalfe, confirms the Inspector's opinion as to the growing popularity of the schools. Perhaps we could not have a more satisfactory proof of the correctness of this opinion than the successful working of the "village committees" in Patna and Shahabad. In the former district they supervised the gurus in 107 villages; in the latter every village seems to have its school punchayet, in the case of thanas the Sub-Inspector of police or head constable being an *ex-officio* member. The influence of the committees takes the substantial form of good school-houses and increased subscriptions. Durbhunga seems to come next in this matter; while in Gya, Mozufferpore, and Chumparun the zemindars stop the way.

154. *Primary scholarship examination.*—The following table shows the numerical result, district by district:—

District.	Schools competing.	Candidates.	Passed.
Patna	80	275	166
Gya	211	637	328
Shahabad	117	422	424
Sarun	(Result not reported.)		
Chumparun	33	281	76
Mozufferpore	62	206	121
Durbhunga	95	415	25
Total ...	598	2,236	960

Here, as elsewhere, the examination was sub-divisional. Any comparison therefore between district and district, based upon the figures, would be futile. Indeed it is pretty certain that in some instances, even in the different sub-divisions of the same district, the standard varied. This of course was not in accordance with the spirit of the Minute of the 27th April 1875. At least the Magistrate should take measures to ensure uniformity for his own district. Mr. Croft touches on the difficulty noticed by some others of the Inspectors, of deciding whether all candidates of whatever age should be admitted to the examination, and whether certificates should be given to all who pass. He remarks justly enough that there is little good in giving certificates of proficiency for attainments, which we wish in time to make universal. On the other hand the certificates, wherever they are given, are found to be great incentives to work. I am inclined to leave these questions for the present to the discretion of each district, though Mr. Croft's suggestion to give many small prizes may possibly be the best solution of the certificate question.

155. Bhagulpore Division.—The following table gives the numbers in primary schools on 31st March 1875, and on 31st March 1876:—

District.	1875.		1876.	
	Schools.	Pupils.	Schools.	Pupils.
Bhagulpore	239	4,729	289	5,827
Monghyr	206	5,427	251	7,441
Purneah	329	8,079	224	5,571
Sonthal Pergunnas	182	3,924	184	4,180
Total ...	956	22,159	948	23,019

These figures show a loss of eight schools and an increase of 860 pupils. The loss is in Purneah, where efforts have been directed to the consolidating of the system of primary instruction, at the expense of its extension. The reduction was effected with the concurrence of the Inspector; but it is perhaps doubtful whether it has not been carried too far. Monghyr takes a decided lead; the attendance has risen from 27 to 30, higher than in any district of Behar, except Patna. The average attendance throughout the division is the same as in the Patna Division.

156. The distinction between D. and E. patshalas is without value. The old-established patshalas have, as in all the divisions, generally reached a higher level than the new; but, as Mr. Croft writes, "the two classes have begun to be amalgamated more or less completely, and a classification of primary schools should now be made by progress, rather than by date of establishment." There were 74 D. patshalas in the division; 30 in the Sonthal Pergunnas,

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subsidised from the grant of Rs. 1,800, which is administerd by the Indian Home Mission, and attended by 350 Sonthal pupils, of whom 200 are Christians. Of the rest, 35 are in Bhagulpore, 10 being classed as intermediate and 25 as primary; eight in Monghyr, four being ranked as intermediate and four as primary; and one in Purneah, a primary school.

The attendance at D. patshalas has advanced from 21 to 22, while that of the E. patshala reaches an average of 24. In point of cost the average of D. patshalas is Rs. 55 against Rs. 33 of the E. patshalas.

157. Of the 874 E. patshalas in the division, three maktabs in Monghyr were returned as middle vernacular schools; 74 passed into the intermediate stage; 173 were reading the full primary scholarship course; 247 were below the primary standard, but were reading Nagri and the four rules, and 377 were learning only the country subjects.

158. According to the four-fold classification here indicated, Mr. Croft had all primary schools arranged as he had arranged them in the Patna Division. By the district returns the numbers in the four "sections" were respectively 91, 222, 258, and 377. But Mr. Croft does not appear to be satisfied with the correctness of these figures, having discovered that in the case of three districts the estimate formed of the patshalas' advance by the Deputy Inspectors was far too favourable. His own inspection showed him, however, that considerable progress is being made, especially in Monghyr.

159. The following is abstracted from the report of this personal inspection:—

"In South Bhagulpore district I examined 52 patshalas at four centres, with 717 children present. Of these, 16 were in the town of Bhagulpore, supported by the municipality. These seemed to me the worst in the district." Besides the schools of the Sudder, Mr. Croft saw those of the Banka sub-division, and found 26 per cent. of the boys able to read easy Nagri books. This result certainly discredits the district return of 38 per cent. as able to "read and understand Nagri sentences."

"In Monghyr I examined 60 patshalas at five centres with 982 boys present. The nine municipal patshalas are exceptionally good." Mr. Croft's inspection gave him 38 per cent. as able to read, against the district return of 42; but then he did not see the two advanced thanas—Kharakpore and Begooserai. The chief fault he finds with the Monghyr system is the use of an over-pure or "Sanskritised" translation of Æsop's Fables as the text-book. Neither boys nor gurus understood it, and he was not surprised "that Nagri was said to be unpopular."

"In Purneah I examined 71 patshalas with 1,050 pupils at the head-quarters of three sub-divisions. Those collected at the sudder station showed very creditable progress." "Arrareah sub-division is the Bœotian tract of the district. Out of 31 patshalas, in seven some of the boys could read sentences; in four others could spell words; altogether nine per cent. of the boys could read either sentences, words, or letters. One patshala taught the four rules as far as multiplication; bazar arithmetic was generally inferior. This sub-division again has been practically left to the Sub-Inspector, who seems to me to be quite a competent man, but whose failure to show better results is a conclusive argument against his industry. I observe that the Magistrate has formed very much the same estimate of his merits. The chief responsibility for this state of things comes back upon the Deputy Inspector, whom I found remarkably ignorant of the state of education in the outlying sub-divisions."

In the whole district 16 per cent. could read. Here the district returns gave a still more modest estimate, viz., 12 only, which may be explained probably by the very backward state of some parts not visited by Mr. Croft.

A brief inspection in the Sonthal Pergunnahs gave Mr. Croft 31 per cent. of book readers; the district returns show 34. The Bengali book *Bodhoday* is the one commonly used, as in the districts of Bengal Proper. Mr. Croft speaks of the careful supervision which Mr. Wilmot of Deogurh keeps over his patshalas.

160. Everywhere, as in Patna, the advance in arithmetic lags behind. For Bhagulpore as for Patna Division, the Inspector has collected careful statistics of the classes to which the children in the patshala belong. The Sonthal Pergunnas did not furnish the returns. The following table gives the results:—

Caste.	Pupils.	Percentage of pupils.	Percentage by districts.		
			Bhagulpore.	Monghyr.	Purnea.
I.—Brahmins and Rajputs	2,517	13½	17	16	5½
II.—Kaiths	1,116	6	4	9	3
III.—Traders	4,845	26	22	36	16
IV.—Agricultural castes	4,009	21	31	23	9½
V.—Low castes	2,915	15½	14	10	25
VI.—Mussulmans	3,461	18	12	6	41

The proportions in which the different castes attend the schools in the district of Bhagulpore are about the same as in the Patna Division. The large number of the trading castes in the Monghyr schools is a remarkable exception to the rule. The patshalas in this district

are nearly all reading Nagri books, and this fact probably explains the small number of Mussulmans. In Purneah the old-fashioned patshalas have not many attractions for the Brahmins, or the agricultural classes. On the other hand, the Ahirs, Dhanuks, Dosadhs, &c., are remarkably numerous, and the Mussulmans attend in numbers proportioned to their place in the population. PRIMARY INSTRUCTION.

161. Of the Sonthal Pergunnas Mr. Croft writes—"The progress of education among the Sonthals is a question that has lately attained some prominence. In the Sonthal Pergunnas, the Sonthals, Paharias, and other similar races number 42 per cent. of the population: in our schools they number 35 per cent. But, as might be expected, no Sonthals are to be found in the middle or higher schools of the district; consequently in lower schools, including the normal boarding schools, the proportion rises to 38 per cent. But of the whole number of Sonthals, 62 per cent., or 1,269, are in mission schools; in ordinary patshalas the proportion of Sonthals is only 21 per cent. of the total number of pupils. Consequently, if it be really intended to promote education among the Sonthals, and to wean them, so far as an elementary education can do so, from the vice of drunkenness, I know no better way of effecting that object than to largely augment the grants now made to the Church Missionary Society and the Indian Home Mission, to their boarding schools especially. The object of these schools is to train up a number of young people, whether Christian converts or not, to act as pioneers of civilization and order in their own villages; and their peculiar merit is that they train young women as well as young men; so that numbers of Sonthal children in the coming generation will be surrounded from their birth by humanising influences. These future mothers of families are cheaper and better instruments of civilization than any schoolmasters that we can send abroad into the Sonthal villages. During the past year the Church Missionary Society has had to close 14 patshalas for want of funds." I may remark that this Society receives Rs. 5,000, and supports 49 lower vernacular schools, besides three boarding schools for Sonthal girls, and three others (called normal) for Sonthal converts, young men and young women. The other Mission, the Indian Home, has a grant of Rs. 1,518, with which are supported five village, a normal and a girls' school, besides having the administration of the Rs. 1,800 for D. patshalas.

I am quite at one with Mr. Croft in all this about the Sonthali missions; and I note that the Inspector of Schools in Chota Nagpore has formed a very similar estimate of the value of the work of the Missionaries among the "Kols" and Sonthals in that division.

162. The qualifications of the gurus fix, of course, the ultimate boundaries of patshala progress in any district. In this division the number of inefficient gurus is very large. While 254 have been trained, and 95 are returned as otherwise fitted, 604 are said to be incompetent. Mr. Croft would add to the effective list 100 returned as inefficient in Monghyr; but even when this is done the inefficient muster very strong. To reduce this evil, sub-divisional training classes have been opened, two in Monghyr and one in Bhagulpore, to meet the case of gurus who cannot be got as far as the normal school. These classes only cost Rs. 200 each a year. I should like to know, however, what is the effect of taking away a guru from his village without making any provision for his absence.

Here, as in Patna Division, the most popular gurus are reported to be those of the old stamp, who have also been trained.

163. Mr. Croft finds that Sir George Campbell was misled in the case of the Sonthal Pergunnas, as he was in that of Ranchi, by the continental use of the term 'normal school,' and that as a consequence the Sonthal Pergunnas were left for their supply of teachers to the boarding schools, called 'normal' by the Missionaries. He recommends the opening of training classes to supply the want.

164. The Scylla and Charybdis of the primary school system are the unhealthy forcing, and the equally unhealthy stifling, of the growth of the patshalas. Mr. Croft writes—"The strength of a district in primary education is to be judged by the number of its patshalas in the 'B.' class, that is, those who teach effectively the primary scholarship standard. In this respect Monghyr is much the strongest, as regards both the number of patshalas actually in this stage, and the number in the stage below, that are presumably on their way to it. I have no wish to check the natural and healthy development of patshalas to the 'A.' class in any case in which there is a real tendency to progress; and this is indeed the chief source from which intermediate schools may be expected to spring up; but their growth should not be forced. The number of boys turned out each year with a sufficient knowledge of the three rudiments ought to be regarded as the only test of sound progress in primary education." Mr. Barlow, the Commissioner, in insisting on the importance of these remarks, writes—"If the lower class of patshalas is improved until the masses refuse to attend them, the scheme of education will have done positive harm."

165. Of a total primary grant of Rs. 40,400, Rs. 36,167 were expended against Rs. 37,494 in the preceding year, while the private expenditure increased from Rs. 13,260 to Rs. 15,349. There was no increase of expenditure, except in Bhagulpore district, where the Government cost was over Rs. 2,000 less than in the year previous. Purneah, as in previous years, stood first in point of local subcriptions, giving 12 annas for each Government rupee. The annual

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cost of a patshala was Rs. 54, of which the people paid Rs. 16, or Rs. 4 less than in Patna. Though the above figures show an apparent saving of Rs. 4,000, this sum was reduced by committee expenses, rewards, &c., to Rs. 700.

166. Mr. Lockwood considers it hopeless to look for high regular fee payments; the people care too little for learning, and are profoundly contented to see their children grow up as ignorant as themselves. "I have often examined a village of adults, and found that the world beyond the village boundary is a blank. If I ask them who is the King or Queen of England, they would declare they knew no ruler but the Collector. The Prince, of whose tour in India some of them had heard, is the son of *Jenab Company* Bahadoor." The darkness of ages is not to be removed in a day; but Mr. Lockwood is of opinion that a fair beginning has been accomplished.

167. Mr. Kemble believes that fees are paid more regularly than is supposed. "I have no doubt," adds Mr. Croft, "that the real value of the guru's post is not to be measured by the sums that appear in the returns; he gets food or tobacco and betel or clothes, besides presents on various festivals, marriages and other, and occasionally fees for special services, such as writing out documents for private persons; but I do not think there is any likelihood of a large increase in regular payments. The system is opposed to all the traditions of the people." No doubt this is quite true, yet we may feel sure that in time traditional offerings in kind will be commuted, as in the advanced parts of the Presidency Division, into money payments.

168. In all the districts, except the Sonthal Pergunnas, the stipends of the gurus are being gradually regulated by the classification of their patshalas; and in Monghyr and Purneah school committees have been established; but nothing definite can be reported of these systems till next year.

169. *Primary scholarship examination.*—In three of the districts the scholarships were awarded under the more recent orders after examination. In Bhagulpore, however, the old system of nomination was still followed. Mr. Barlow has signified his wish that here, too, the examination system should be adopted.

170. ORISSA DIVISION.—On the 31st of March there were 794 primary schools with 16,039 pupils, against 868 with 16,436 pupils in the preceding year. The sum spent last year by Government on these schools was Rs. 27,549, against Rs. 28,364 in the preceding year. The receipts from local sources amounted to Rs. 14,854, against Rs. 13,835. These figures show a falling off in numbers to the extent of 74 schools and 397 pupils, but an improvement in the proportion of the cost borne by the people, their subscriptions having increased by Rs. 1,000, while the cost to Government was less by Rs 800. The decrease in numbers shown above was confined to Cuttack; for though Balasore returns three schools less than in 1875, the primary pupils in that district have increased in number from 4,695 to 4,842. Pooree shows an increase of seven schools and 256 pupils. The decrease of 78 schools and 800 pupils in Cuttack is due to the policy pursued by the Magistrate of withdrawing aid from unimproving patshalas in order to increase the aid given to good ones, a policy destined in the Joint-Inspector's opinion to produce good results. On this point the Magistrate himself writes—"By withdrawing aid from bad patshalas we are enabled to increase the aid given to good ones. I think, however, we are going too fast in the whole matter, and trying to force on the country a measure for which it is not ripe. Money is sorely wanted for much more important things than hedge schools, and I should have no objection to seeing the patshala grant still further reduced."

171. The figures above seem to indicate that the primary education scheme has reached a stationary stage in this division. The Joint-Inspector indeed points out that the whole of the patshala grant for the division was expended during the year, and that no extension of the patshala scheme can take place without increased funds, or without reducing the grants already made. "Extension of this kind of education must be limited," he writes, "by the money granted by Government." On the other hand, it may be fairly doubted whether some other system than that of fixed monthly stipends might not continue the expansion of the scheme of primary education without any increase of the Government grant. The Joint-Inspector himself thinks that fixed monthly stipends are not calculated to improve the Orissa patshalas. He writes—"Here we have not so much need to establish new patshalas as to improve those which already exist. It is probable that a pure system of payment by results, such as is in force in Midnapore, may not work well. The system now in force has taken root; and if such a revolution, as the purely payment-by-results system will bring about, were now attempted, everything would be thrown into confusion. What we now want is a modified form of payment-by-results. The patshalas ought to be classified according to numbers and progress, and a different rate of aid fixed for each [class]. Patshalas of one class should receive fixed monthly grants at the rate fixed for that class, so long as they remain in that class, and the grant should be increased or reduced according as the patshalas improve or deteriorate in efficiency or in numbers." There can be no question that some such change as that indicated by the Joint-Inspector is sadly called for in Orissa. The fact that it was found advisable suddenly to close more than a sixth of the whole number of patshalas,

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furnishes an argument against the sufficiency of the principle hitherto in force. The Magistrate of Pooree has approved of the proposal of the Joint-Inspector, and the Commissioner has accepted it. On this question, however, of the actual and possible expansion of the primary school scheme, it is impossible to form a sound opinion without trustworthy statistics of the unaided schools, of which, strange to say, neither the Joint-Inspector, nor the Committees, nor the Commissioner, have made any mention.

172. Of the opinions entertained in Orissa on the wisdom of spending such large sums of money on subsidizing patshalas, the Joint-Inspector writes as follows:—"By some it is maintained that no new patshalas have been created by the scheme, and we are wasting public money in doing exactly what was done before without it. Others take a contrary view, that a large number of schools has been created, large numbers are receiving instruction who would have grown up in ignorance had no patshala grant been given, and that patshalas have generally improved in efficiency and discipline." The Joint-Inspector then proceeds to give the result of his own experience: "Whatever may be the case in other divisions, it cannot be said that the scheme has created in Orissa a large number of patshalas in places where there would have been none had not the scheme been introduced. In Orissa indigenous patshalas were numerous before the introduction of the grant-in-aid system, numbering no less than 4,364 in 1872, only 86 of which have been subsidized. It is a fact that attendance in aided pathsalas is considerably larger than it was before aid was afforded; but this increase has been obtained not only by attracting a class of boys who, but for this system, would never have received education of any kind, but also by attracting children from unaided patshalas." Still the Joint-Inspector is of opinion that the scheme has produced good fruit in Orissa, chiefly in the matter of progress and discipline. He sums up: "Most of the boys now under instruction in Orissa aided patshalas might have received education of some kind or other if no patshala grant had been sanctioned; but the expenditure of public money under the new system is more than compensated by the permanency it has given, and the progress and discipline it has introduced into primary schools."

173. Comparing the improvement shown by the three districts, the Inspector places Balasore first and Cuttack last. Balasore stands first, says the Joint-Inspector, "because it has the largest number of trained gurus," as many as 155 out of a total of 189, having held vernacular scholarships, or holding teachers' certificates, or having gone through some kind of training. In Cuttack, on the other hand, 274 out of 435 gurus have received no training. This great difference between the two districts in attributed by the Joint-Inspector to the difference of opinion that has hitherto prevailed in the several districts regarding the standard to be aimed at. While in Balasore printed books and correct spelling and European methods in arithmetic were introduced into the schools, the Magistrate of Cuttack thought that the indigenous education was sufficient. He writes—"It must be borne in mind that in the patshalas we are always on the edge of a danger, viz., that of educating boys to a point at which they get ambitious and want to be Government employés. None as yet value education as a means of enabling him to discharge better the duties of his station in life; it is valued only as a means of raising a boy above his station. We emphatically do not want to turn those who ought to handle the plough into hangers-on about the courts. There are too many of these already." Mr. Ravenshaw, the Commissioner, writes on this point—"Balasore district has made the best and most solid progress; a more or less definite standard of primary education has been insisted on, and aid given only where reading from printed books, correct spelling, and arithmetic on the English method is taught. Some movements towards adoption of a similar standard has been made in Pooree; but in Cuttack the style and standard of teaching in primary schools remains much as it was before aid was given." In accordance with the scope of primary education, very clearly indicated in this quotation, a set of elementary Oorya books for primary schools has been prepared by the Commissioner's orders, of which he writes—"I purpose prohibiting aid to any primary school that will not adopt the prescribed elementary books; and I further purpose setting aside a portion of next year's elementary grant for each district to cover cost of printing." These utterances, taken with the Commissioner's approval of the proposed classification of primary schools, with fixed stipends for each class, outline a policy in the matter of primary education which is perhaps in advance of the present capabilities of the schools.

174. In connection with the superiority of the Balasore patshalas, it is worthy of notice that of the 86 D. patshalas, as many as 33 are in Balasore district against 170 E., and only 25 in Cuttack against 409 E. It would seem as if the D. patshalas in the former have been numerous enough to leaven the E. patshalas, while in the latter district the mass has been too large to be similarly affected.

175. On this distinction between D and E pathsalas, however, the Joint-Inspector is of opinion that it "is now merely historical, and should no longer be kept up. The intermediate scholarships, which have been lately instituted, will, without doubt, place D. patshalas above the level of the ordinary E., but they will never be able to monopolize intermediate scholarships, as there are already many E. patshalas quite equal to contesting with them for the prize." It may be suspected that this is true of the Balasore schools rather than of those in Cuttack.

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176. Another condition of the greater success of the Balasore patshalas may no doubt be found in the difference between the practices prevailing in these districts with regard to the employment of abadhans, who have been under training in the normal school. In Balasore those who do not pass the certificate examination are "turned out," "exception being made in behalf of those in whose case there is a reasonable probability of succeeding in the next examination: but in Cuttack and Pooree abadhans who fail to pass the test are allowed to return to their patshalas." It is not clear from the reports whether these abadhans, who fail to pass, continue to receive the patshala grant; but certainly if (as seems to be implied) they do, the Joint-Inspector is justified in asking of what use is it to hold any examination at all, or what incentive is left to urge the abadhan to work hard for his certificate?

177. In connection with the question of progress, it is reported that the patshalas are not very equally distributed over the districts. For instance, in Cuttack there are as many as 232 primary schools in the Sudder sub-division, against 95 and 107 in the other two sub-divisions respectively; and in Balasore most of the schools are clustered in the Bhuddruck and Balasore thanas. Without explanation there would appear something wrong in so very partial a distribution. The Magistrate of Cuttack is indeed reported to be of opinion that the work of subsidising patshalas is better begun close to a large town where people are less superstitious and more intelligent; still the scheme of Sir G. Campbell implied a more broadcast sowing of the educational seed.

178. Besides the D. and E. patshalas, there were 15 Sanskrit tols, all in Pooree; two girls' patshalas in Balasore; and 47 maktabs—35 in Cuttack, three in Pooree, and nine in Balasore. In all of those the vernacular and arithmetic are taught in addition to special subjects, except in the case of Cuttack. Here there is a difference of opinion between the Magistrate and the Joint-Inspector on the subject. The former, referring to the recent orders of Government, writes—"I most strongly object to the hard measure which it is proposed to deal out to maktabs, and I shall decline to withdraw aid from them at present. The boys learn the things their parents wish them to know, and seeing the poverty and depressed condition of the Muhammadan population, I think every allowance ought to be made for them. Instead of withdrawing aid, we should encourage the akhunds to qualify themselves to teach their subjects better. Oorya is not necessary for them, as all Muhammadans in Orissa speak Urdu." On the other hand, the Joint-Inspector is of opinion that Government money ought to be expended in giving such instruction to boys as will "enable them to help themselves in their own station of life," not in teaching what their parents wish them to learn. On the question of language, moreover, he asserts that while "Muhammadans talk in Urdu, or rather in a jargon of the Oorya language and Urdu, yet, as they have to transact all their business in Oorya, a knowledge of that language will be of the greatest use to them." And he reports that, "while the Muhammadan boys go to the aided maktabs to read the Koran, they attend the patshalas and middle schools to learn Oorya and arithmetic; and in such cases we aid one school for giving them religious training, and another for giving them secular education."

In reference to this discussion, it is only necessary to say that the orders of Government have been distinctly enunciated.

179. On the question of fees, the Joint-Inspector reports a general improvement, while at the same time he does not believe that the abadhans are either willing or able to state correctly what their receipts are.

180. On the modes adopted for paying gurus their stipends, the Joint-Inspector writes—"In Cuttack and Balasore stipends are paid through the agency of the police. This method of payment is, in the opinion of the Magistrate of Cuttack, not only the best, but the only method practicable." The Magistrate of Balasore thinks that "as the police stations are so numerous in the district, and are so conveniently located, there is no method of payment practicable that would afford half the convenience and facilities of this system." In Pooree payments were for some time made directly to the abadhans from the sudder and sub-divisional treasuries. This arrangement was most inconvenient, and after some time was abandoned. At present the abadhans are paid through the Sub-Inspectors of Schools. One recommendation for the system of payment through the Sub-Inspectors is that it secures indirectly the regular inspection of patshalas.

181. *Primary scholarship examination.*—The following table summarises the statistics of this examination for the last two years; but it must be remembered that this is a district, and not a divisional examination, and that no comparison can be based on these figures:—

Districts.	Schools sending Candidates.		Candidates sent.		Passed.		Scholarships.	
	1874-75.	1875-76.	1874-75.	1875-76.	1874-75.	1875-76.	1874-75.	1875-76.
Cuttack	45	89	45	165	15	70	15	15
Pooree	49	57	88	128	81	107	8	8
Balasore	47	78	142	207	30	122	7	7
Total ...	141	224	275	500	126	299	30	30

182. The Joint-Inspector thinks that the practice followed in Cuttack of excluding from the examination all but boys within the age limit of the scholarship rules is a mistake; as also the withholding of the certificate from all but the scholars. He points out what a very small proportion the scholarships bear to the number of candidates, and urges the wisdom of making the examination as popular as possible. He is of opinion also that the introduction of such subjects as Euclid into the intermediate scholarship scheme is premature so far as Orissa schools are concerned. INSTRUCTION.

All the Magistrates and the Commissioners deplore the reductions recently ordered in the normal schools.

183. CHOTA NAGPORE DIVISION.—The following table compares the number of schools and pupils returned under the head of primary instruction for the years 1874-75 and 1875-76:—

DISTRICTS.	GOVERNMENT AND AIDED SCHOOLS.				UNAIDED SCHOOLS.			
	1875.		1876		1875.		1876	
	Schools	Pupils.	Schools.	Pupils	Schools.	Pupils.	Schools.	Pupils
Manbhoom	219	5,816	221	5,995	51	820	40	600
Hazareebagh	168	3,379	199	4,114	68	749	66	853
Lohardugga	214	5,464	214	5,609	45	817	56	983
Singbhoom	84	4,531	79	3,557			6	161
Total	685	19,190	713	19,275	164	2,386	168	2,597

184. "Very little importance," writes the Inspector, "can be attached to the returns of unaided schools. I am afraid, in Manbhoom for instance, that the Sub-Inspectors were not so zealous this year as formerly in collecting statistics. And in the case of Hazareebagh, the Deputy Inspector reports that the schools returned represent only a fraction of the petty private schools, maktabs, and tols scattered about the district. There are, it is true, great difficulties in the way of getting correct returns of these private schools. They generally depend on the caprice of a single zemindar or mahajan, who appoints a guru or miahji to teach his own boys, and perhaps those of one or two neighbours. There is thus from the outset a liability to change and decay about these schools. They are essentially unstable." The importance of correct statistics of unaided schools is insisted upon by the Inspector, and rightly, since these schools reveal "the wants of the people as felt by themselves." Next year especial attention will be directed to the work of collecting all possible information on the subject. Of the unaided schools, 16 were maktabs. 4 tols, and the rest Hindi and Bengali patshalas. Of the patshalas, 56 were village schools under the Missionaries in Lohardugga, 45 being under the Lutheran mission, and 11 under the Anglican. Mr. Garrett writes—"The average number of pupils in unaided schools is much below that in aided schools, being as low as 10 in the district of Hazareebagh. The average attendance is probably not one-third of that number. All over the division about four annas seem to be the pupil's fee in these schools, except of course the Mission schools, which are free. This is a higher rate than that realized in aided schools; but this is explained by the character of the classes which support the former. In Hazareebagh, for instance, they are almost entirely supported by the richer baniyas, who do not wish their boys to learn more than kayathi and mahajani hisab, and who dislike our school-books—a dislike shared by the poorer baniyas, who attend our patshalas nevertheless, as giving them kayathi and mahajani as well as printed books, and at a smaller cost than in unaided schools. In Manbhoom it is much the same. The six schools in Singbhoom are supported by certain *Mankis* to please the authorities, and are not, it is feared, destined to live long. The unaided schools in Lohardugga are established for the Christian Mundas. The maktabs in Hazareebagh teach Persian and Urdu to the children of the richer Muhammadans. The tols are religious grammar schools."

185. In this division, as in others, the distinction between D. and E. patshalas is declared to be useless. "In Chota Nagpore, at all events, the distinction has no longer any significance; and it is worse than useless to keep up a meaningless distinction. Moreover, Chota Nagpore presents no instance of such an anomaly as a primary school competing for the middle vernacular scholarships." There were only 46 D. patshalas in the whole division, of which 25 were in Manbhoom, and not even there was the superiority of the old patshalas strongly marked.

186. The total expenditure on primary education in the division was Rs. 43,478, against Rs. 36,398 in the preceding year; and the cost to Government Rs. 31,980, against Rs. 27,345. These figures include all charges incurred for 'primary instruction' under which head come all the "girls'" schools in the division. Of the district allotments for primary schools about Rs. 30,000 was spent, Lohardugga alone having a considerable balance in hand, about Rs. 1,400; the other districts having only from Rs. 400 to Rs. 700 unexpended. The Government aid to the girls' schools came from the district grant-in-aid funds. Calculated on the roll numbers, the cost per head ranged from Rs. 1-2 in Singbhoom to Rs. 1-9 in

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Lohardugga. These averages are, however, altogether misleading, as the *attendance* in the Singbhoom patshalas was under 50 per cent., while that in Manbhoom was over 75 per cent.

187. There have been endeavours in all districts to find out the minimum of Government aid which will keep the schools in a state of efficiency. Mr. Garrett writes—"In Manbhoom Rs. 2-8 is thought to be sufficient in the case of 20 patshalas, Rs. 3 being the amount of aid given to the majority of the gurus. In Hazareebagh Rs. 3 is judged to be the lowest stipend which will induce a guru to submit to Government inspection; and 110 schools, out of a total of 181, receive this amount. The Deputy Commissioner writes that, though it is true that less money goes further in this district than in Hooghly or Burdwan, still the gurus will not consent at present to receive a smaller amount of aid than Rs. 3. In Lohardugga experience has led the authorities to fix the minimum at the same amount. And from Singbhoom it is reported that the patshalas in Dalbhum, to which Rs. 2-8 was assigned as stipend, are failing from the difficulty which the gurus find in eking out these small grants with fees." Mr. Garrett does not think the rate of aid can be further reduced at present. The people as yet pay little, and unwillingly. On the other hand, he writes—"How much a guru gets from his pupils it is impossible to say; but the Deputy Inspectors of Hazareebagh and Lohardugga are of opinion that he certainly does not get less than is sufficient for his own expenses, enabling him to set aside the greater part of his Government stipend for his family. For less, they maintain, he would not stay in the village. And it must be remembered that, in answering enquiries as to the amount of his receipts, a guru never takes into his calculations the *siddha*, or the presents of the *Samchra Puja* and the *Purnima Ratri*, the dal, rice, salt, and sometimes pice, which, if he is Hindu, he gets without fail from his Hindu pupils. These traditional forms of guru worship are for our purpose fee payments, and as time goes on will be commuted into money payments, as they have been in more advanced districts. In Manbhoom it is estimated that a guru receives from the people an equivalent at least to the Government grant. In Hazareebagh the Deputy Inspector estimates a guru's receipts from the people as very nearly equal to his stipend, except when this is as high as Rs. 4 or Rs. 5. In Lohardugga the inequality is considerably greater; but there, it must be remembered, many of the gurus are Christian Mundas, who are not supposed to receive fees or gifts; and the question of fees has been complicated in this district by the assurance which was given to the villagers on the first establishment of many of the schools that Government would not require any fees from them. In Singbhoom there was, of course, no traditional reverence for the guru, and hitherto little or nothing has been contributed by the people."

188. Excluding consideration of "food" presents, Mr. Garrett gives gurus' receipts as about eight annas a month on an average in Lohardugga, 10 annas in Hazareebagh, and Re. 1-7 or Re. 1-8 in Manbhoom.

This difficulty of inducing the people to pay fees has given much anxiety. The Inspector disapproves of the proposal of an educational cess. He is of opinion that in Lohardugga and Singbhoom education is at present so unpopular that the people would regard the payment of such a tax as a release from the obligation of sending their children to school. In Manbhoom and Lohardugga attempts are being made to interest the people in the schools by establishing punchayets of management: but it is feared that the people are hardly advanced enough to make this system successful.

189. Mr. Garrett is of opinion that the present reluctance of the people to pay fees, and the unwillingness of the gurus to confess the amount of their receipts, make it impossible to apply any general scheme of payment-by-results "without falling into the mistake of giving most to those who had least." He reports, however, that rough methods have been adopted in all the districts. In Manbhoom it has been ruled that only schools reading for the intermediate scholarship examination shall receive the higher grants of Rs. 4 or Rs. 5. In Hazareebagh and Lohardugga, schools are divided into three classes receiving Rs. 5, Rs. 4, and Rs. 3 respectively. In the former district the class and pay of a school depends on the periodic reports of the inspecting officers. In the latter, a patshala is classed and paid according to the number of school classes it contains. Thus, a full patshala is to consist of three classes, the highest reading the primary scholarship course; a second class or four-rupee patshala is one without these more advanced pupils; while the third or three-rupee class will include all the merely elementary schools. This scheme provides also for special indulgences to the poverty and backwardness of a locality. As Mr. Garrett says, "such schemes require frequent and careful inspection as the chief condition of success;" but he does not believe more elaborate schemes are possible at present in these districts.

190. What I have already quoted from the report will have made it clear that education is only very slowly advancing and is still very backward. In Lohardugga no attempt was made during the year to increase the number of schools, the Deputy Commissioner, Mr. Oliphant, wisely directing the Deputy Inspector's energy to the work of improving those already existing. There was a very considerable increase in Hazareebagh of 31 schools and 735 pupils, or 22 per cent.; and a small increase of both schools and pupils in Manbhoom. The decrease in Singbhoom, however, almost neutralised these improvements. Dr. Hayes is distressed by this decline in Singbhoom; but Mr. Garrett is of opinion that there is nothing

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very serious in it, and that the very high percentage of pupils at school in previous years was the result of a degree of pressure upon the people that was overstrained and could not be kept up. He thinks that the Deputy Commissioner does not take a sufficiently hopeful view of the results of his own untiring efforts.'

191. On the whole, there is satisfactory evidence of real progress; the number of pupils has increased in a greater ratio than that of the schools, and their attendance has improved. At present the best of the Manbhoom patshalas are better than any in Hazareebagh and Lohardugga; and those in the eastern and northern thanas of Manbhoom and Hazareebagh, and those in the eastern thanas of Lohardugga, and in the northern parts of Palamow, are superior to the schools towards the west and south. In Manbhoom 51 patshalas are expected to reach the intermediate scholarship standard within the next two years; no schools in the other districts give any such promise in the opinion of the Inspector. At present the standard of the scholarship examination is the old one of Sir George Campbell.

192. Mr. Garrett considers the most important problem to be that of the means by which we are to get the children of the aboriginal and semi-Hindu tribes to school. "A careful inspection of the patshalas in Lohardugga, Singbhoom, and the southern thanas of Hazareebagh, has convinced me that the tribes are not getting their share of instruction. Everywhere their names are on the school-rolls; nowhere are they attending in any important numbers; and the instances in which they have risen above the primary stage are very few; the baniyas and trading castes of the Hindus, and, to a less extent, Brahmins and Kaiths, form the *bonâ fide* school classes. This was to be expected. The poor cultivators and common labourers have little leisure or inclination to learn; to a great number of them the languages taught in the schools are wholly strange; the gurus are for the most part prejudiced Lalas, and regard the tribes as *mlechcha;* and the land-owning classes are hostile to the education of the classes below them. It will be a long time before the children of the Hindus, and Kols or Sonthals really read together in one school. In the meantime, our aim must be to turn out Kol and Sonthal teachers as rapidly as possible; and to appoint Lala gurus to those villages only where the population is Hindu.

"In Singbhoom theg reater success of primary education among the Hos has been very largely due to the employment of Hos and semi-Hinduised Tamaria, Dosadh, and Tanti teachers." Insisting on the employment of gurus of their own nationality as essential to the success of the primary schools among the aboriginal tribes, the Inspector points to the eagerness with which the Hos, both adults and boys, attend the Chyebassa model school, walking 14 and 16 miles in many cases, and drawn thither by the hope of being subsequently sent out as gurus to the Kolhan villages. He suggests that a similar bait should be held out more temptingly than at present at Ranchi and Pachamba.

193. On this same subject Herr Sternberg of the Berlin (Gösner's) Mission in Ranchi writes—"With reference to the village patshalas, we are obliged to state that they are not progressing as favourably as we could wish, owing to the irregularity in attendance on the part of the children, and the desire, only too often manifested by the gurus, to get over their work with as little trouble as possible. The instruction given in these patshalas has been on the whole of an unsatisfactory character. The Missionaries are often at a loss what to do under these circumstances; for as long as there is not a sufficient number of well-trained teachers at their disposal, they are obliged to go on working with those they have." Similarly, Dr. Templeton, of the Scotch Mission to the Sonthals at Pachamba, writes—"The teaching in our patshalas has not made satisfactory progress. The Hindu Lalas hitherto employed do not appear to take so much interest in their work as we should like." In spite of these candid confessions of partial failure, Mr. Garrett seems to think that the system followed by the Missions is more likely to succeed with the tribes than that of the Government schools, especially in this matter of employing aboriginal teachers. "That gurus of the higher Hindu castes do not draw the children of the aboriginal and mongrel tribes to school, we have the most certain evidence in the case of Lohardugga, Hazareebagh, and Manbhoom; that gurus of aboriginal and semi-Hinduised descent do draw these children to school more or less successfully, we have equally satisfactory evidence in Singbhoom, and in isolated instances in Lohardugga. I would rather trust to the most indifferent Munda or Hindoo guru than to the cleverest Lala in the matter; and feel sure that until we follow the example of the Missionaries, we are simply spending our money in teaching baniya children what they would have learned as well in their fathers' *dokan* or *daptarkhana*."

194. In illustration, he shows that of 713 gurus in this division, putting aside 105 native Christian gurus, mostly in mission schools, there were only 43 teachers of aboriginal nationality against 539 Hindus; and that of these 43, 36 were in Singbhoom. The quality of the Hindus is of the lowest order, moreover, and is thus a second obstacle in the way of progress. The Inspector sees no remedy for this but in the leaven which the normal schools will gradually introduce; and in the improvements in Behar, which will probably drive down a better class of men from Gya in search of employment in Chota Nagpore. A third main obstacle in the way of progress is in the heterogeneous character of the vernaculars in Chota Nagpore, and a fourth in the want of good and cheap school-books. The conglomerate of aboriginal and mixed dialects in the four districts is encroached upon by

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Hindi from the north and south-west, by Bengali from the east, and by Ooriya from the south-east; and though it has been decided that Hindi (as having made the most successful inroads) is to be treated as in possession, yet every year fresh concessions have to be made to Bengali and Ooriya; and this year many patshalas in the thanas in Lohardugga along the right bank of the Subarnarekha, are asking to be allowed to read Bengali as well as Hindi. As the Inspector indicates, an interesting struggle is going on between these two languages.

195. The primary scholarship examinations, different in the different districts, call for no special remark. The foregoing abstract gives for the most part the hopeful side of educational progress in Chota Nagpore; the extract following will suggest the kind of difficulty that district and educational officers have to contend with. Among the obstacles complained of by the Hazareebagh officers, Mr. Garrett speaks of the perverse ingenuity with which the people detect "sinister motives in the care Government bestows on their children's education." For instance, "at one time during the year past the attendance at the schools declined very considerably in consequence of a rumour that certain *Harakas* or *Otangas* were prowling about in quest of children's blood, which, taken fresh from the arm, was sovereign in certain preparations. This rumour was rife, writes the Deputy Inspector, not only among the lowest boors, but even among a large portion of the country gentry. Probably this rumour was the Parthian arrow of the dispossessed inoculators. One of the Sub-Inspectors was all but lynched for a *Haraka*."

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196. SECONDARY INSTRUCTION.—Secondary instruction occupies the field between primary and superior instruction, its landmarks being the primary scholarship examination on the one hand, and the university entrance examination on the other. Primary instruction, as commonly understood, is limited to reading, writing, and the four rules of arithmetic; all beyond this being regarded as secondary. The new class of intermediate schools is defined by a standard two years higher; consequently as soon as the schools of this class have been determined by the results of the recent examination, they should take rank and be considered under the head of secondary instruction. Under present orders, however, these schools are alternatively named lower vernacular, a term which, in the educational forms prescribed for this department by the Government of India, is used as synonymous with primary. Unless, therefore, the term 'lower vernacular' be abandoned as a description of schools of this class, or unless it be authoritatively distinguished from 'primary,' the returns of primary instruction will henceforward include education of an order which does not really belong to it, while by an obvious anomaly the parallel class of 'lower Anglo-vernacular' schools will still take rank under secondary instruction. In the present report, as before explained, no attempt has been made to separate off intermediate schools from the general body of those rightly described as primary.

197. For the purposes of the present report, then, secondary instruction comprehends schools of three classes—middle vernacular, middle English, and higher English. By late orders of Government first grade normal schools are held to supply the place of 'higher vernacular' schools; and are, in theory at least, to be regarded as institutions for general education, parallel in all respects with higher English schools. But as the main function of these higher vernacular schools will continue to be the training of teachers, it will still be convenient to consider them, as at present, under the heading of normal instruction.

198. The progress of secondary instruction for the year ending 31st March 1876 is shown in the following table:—

Class of Schools.	1874-75. Schools.	1874-75. Pupils.	1875-76. Schools.	1875-76. Pupils.
Middle Vernacular.				
Government ...	180	10,192	173	9,833
Aided ...	763	36,445	778	37,698
Private ...	112	4,910	86	3,955
Total ...	1 055	51,547	1,037	51,486
Middle English.				
Government ...	7	962	6	872
Aided ...	447	24,330	513	27,844
Private ...	117	6,465	104	5,356
Total ...	571	31,757	623	34,072
Higher English.				
Government ...	44	11,417	45	11,952
Aided ...	81	8,613	85	9,550
Private ...	41	10,770	43	11,027
Total ...	166	30,800	173	32,529
GRAND TOTAL ..	1,792	114,104	1,833	118,087

199. The decrease in the numbers of middle vernacular schools, especially the unaided, is due, as before explained, to the inclusion of many of them in the class of intermediate schools. Middle English education shows a very satisfactory advance of 52 schools and 2,315 pupils; this is altogether due to the increase in the number of aided schools, among which are now included many of those classed last year as private. Higher English education is marked by very fair progress in schools of each kind, especially aided schools. There is in all an increase of seven higher schools and 1,729 pupils.

200. MIDDLE SCHOOLS.—During the past year the special attention of the Government has been drawn to the course of study in middle vernacular and middle English schools, as well as in schools of a class lower than these, but above the primary standard. A series of minutes and resolutions was issued giving effect to the views of the Government on this most important question, with the result (1) of imparting definiteness and precision to the course of study in all classes of schools, and (2) of introducing an increased element of scientific teaching into middle education. The resolutions are here summarised, and for convenience, those bearing on the course of study in primary schools are introduced in this place for purposes of comparison.

Course of study in Primary Schools.—The minute of 27th April 1875 prescribed a course of study for primary schools In accordance with the views of Government, a circular was issued to all schools, laying down the following standard for the primary scholarship examination of 1876. The standard will be gradually raised as the schools improve:—

	Marks.
I.—Writing ...	50
Manuscript reading ...	50
Bodhodoy (reading and explanation) ...	100
II.—Arithmetic up to division, simple and compound ...	75
The rules of Subhankar ...	75
III.—Bazar accounts ...	50
Zemindari accounts ...	50
Simple mensuration ...	50

201. It will be seen that out of a total of 500 marks, 325 are assigned to the old subjects of patshala teaching, namely, village accounts and manuscripts, and 175 to the new subjects of modern arithmetic and the reading of a primer. This is in full accordance with the policy of Government, at once conservative and progressive; the improvement of patshalas is to be insisted on, but not their improvement to a point inconsistent with popular traditions and with the possibilities of teaching.

202. *Vernacular and Minor Scholarships.*—After laying down the course of the primary schools, His Honor, in his minute of 3rd May 1875, considered the standard for the vernacular and the minor scholarship examinations. These examinations regulate the course of studies in all middle class schools in the country. The following standards were sanctioned:—

Vernacular Scholarships.

	Marks.
1. Bengali language ...	75
2. History and geography ...	150
3. Arithmetic ...	100
4. Geometry and mensuration ...	75
5. Natural philosophy and physical science ...	100
Total ...	500

In the minor scholarship standard in subject 1, English is substituted for Bengali, with the same number of marks. I am of opinion that the marks for history and geography are comparatively too high. They ought not to be double the number given to English.

203. *Lower Anglo-Vernacular and Lower Vernacular Scholarships.*—After sanctioning the scholarship arrangements of the primary and the middle schools, His Honor considered the case of a large number of other institutions, intermediate between the two, for whose encouragement no scholarships were provided. These were the lower vernacular and the lower Anglo-vernacular schools teaching 340,000 pupils. His Honor accordingly requested a special report on the desirability of establishing scholarships for these schools in communication with officers of the department, European and Native. This report was submitted in June 1875, and on the 7th September the following scheme of scholarships was finally sanctioned:—

Lower Vernacular Scholarships.

	Marks.
1. Bengali language ...	100
2. History and Geography of Bengal ...	100
3. Arithmetic ...	150
4. Geometry, 1st book of Euclid ...	50
5. Natural philosophy and physical science ...	100
Total ...	500

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In the standard for lower Anglo-vernacular scholarships, English is substituted for geometry, with increased marks, it being deemed unadvisable to replace Bengali by English at so early a stage of the student's education.

An assignment of Rs. 18,000 was made at the same time for these scholarships; the value of the primary scholarships being for the future reduced from Rs. 3 to Rs. 2 a month.

204. The subjoined scheme shows the conditions of tenure of each class of scholarship:—

Class of Instruction.	Name of scholarship.	Monthly value.	Period for which tenable.	Maximum limit of age.
		Rs.	Years.	Years.
Middle	Minor or Anglo-vernacular	5	2	16
	Vernacular	4	4	15
Lower or Intermediate	Anglo-vernacular	3	3	13
	Vernacular	3	2	13
Primary	Vernacular	2	2	11

The minor and the vernacular scholarships are tenable in higher schools, survey schools, and technical schools; the intermediate scholarships are tenable either in middle or higher schools; and the primary scholarships are tenable in lower, middle, or higher schools.

205. *Scholarship Rules.*—A school supported from the primary or circle grant may henceforward compete for either primary, intermediate, or middle class scholarships, but not for more than one class of scholarships in the same year. It must notify in writing to the District Deputy Inspector of Schools, by the 1st of January each year, the standard for which it intends to compete. A lower vernacular school, supported from the grant-in-aid funds, may in like manner compete for the intermediate or for the middle class scholarships. The object of these rules is to procure a more accurate classification of schools, according to the standard of instruction which they respectively teach.

206. It has subsequently been ruled by Government, in orders No. 1716, dated 19th June 1876, that any middle class school will be allowed to compete both for minor and vernacular scholarships, provided that not more than two scholarships are awarded to any one school. In the same manner any lower class school can compete for the lower Anglo-vernacular as well as the lower vernacular scholarships. The last short clause of this resolution is one of great importance. It cancels the orders of Government No. 4876 of the 10th December 1866, which prohibited the teaching of English in vernacular schools. This change in the rules was in fact necessitated by the permission given to schools to compete for both classes of scholarships of the same rank; but it is premature as yet to predict the consequences of the change.

207. *Text-books for Vernacular Schools.*—Intimately connected with the standards of examination is the question of vernacular text-books, to which the attention of His Honor was attracted in the beginning of the official year. In a minute dated the 28th June, the Lieutenant-Governor directed that, in the vernacular education of the natives, original vernacular works by native authors should be used in preference to translations from European works. In a resolution, No. 2433, dated the 13th August following, the subject was fully discussed by Government. Three courses were open to Government, viz.—

(1)—the subjects alone of examination might be prescribed, and candidates left to study them in such text-books as they themselves elected to use;

(2)—a list of the best text-books in each subject might be prepared, and the local educational authorities might be permitted to determine which of the books from this list should be adopted in their district;

(3)—a text-book in each subject might be prescribed by Government, from which exclusively the questions in the examination should be set.

The first of these alternatives would be inconvenient, as it would be impossible to maintain any uniform standard of difficulty in the questions set over any particular tract of country. If the third alternative were adopted, it would prevent the production of new text-books. His Honor accordingly directed that a Central Committee should be formed, to draw up a list of all works on the subjects prescribed in the course for these scholarships, which, in their judgment, possessed sufficient merit to justify their inclusion in the list. The Members of the Committee were Rajah Jotendro Mohun Tagore, President; Baboo Rajendra Lall Mittra, Baboo Bhoodeb Mookerjee, and Mr. A. W. Garrett, members. Copies of the list, when approved, would be sent to all District Committees, and it would be for each Committee to decide what particular works out of the whole number on the list should be adopted as the basis of the scholarship examination in that district. Arrangements would be made for periodical revisions of the central list, so as to include in it all useful educational works which might hereafter be published.

The Central Committee submitted their first report to Government through the Director in September, and in a resolution, No. 2993, dated the 4th October 1875, Government approved the list, and desired it to be circulated to all District Committees of Public Instruction. A hope was expressed at the same time that new original works by native authors, on the subjects of chemistry and botany, would soon be forthcoming. SECONDARY INSTRUCTION.

The District Committees have been allowed unfettered discretion in the choice of text-books, and it remains to be seen whether their choice will generally prove judicious and advantageous to schools. They have as yet generally consulted the Inspector of Schools for the division, and accepted his recommendations.

208. *School-Book Revision Committee.*—The Committee on school-books appointed by Government in 1873, closed their sitting during the year, and submitted their final report to Government in September 1875. The Committee at the same time published a valuable catalogue of Bengali books, which has been widely circulated to all middle and higher schools for reference. The Lieutenant-Governor, in a resolution, No. 807, dated the 21st March 1876, generally accepted the conclusion arrived at by the Committee, that, in the preparation of Bengali school-books, no artificial stimulus was required. His Honor accordingly was of opinion that State assistance should only be given (apart from specially exceptional circumstances) for the production of text-books upon medical subjects. In this branch of study the difficulty of procuring good vernacular works had practically been felt, and the Lieutenant-Governor observed that medicine was the only subject in which higher instruction was given in the vernacular in Government schools in the Lower Provinces. But His Honor was also of opinion that no sufficient reason existed why the Education Department should offer money rewards for the production of advanced treatises on such subjects as geology, political economy, moral philosophy, or the higher mathematics.

209. *Middle Vernacular Schools.*—The table shows a decrease of 18 schools of this class and of 61 pupils. In Burdwan division there has been a gain of 11 schools and of 341 pupils; and in Dacca and Chittagong divisions together a gain of eight schools and 947 pupils. In other divisions the increase shown is inconsiderable; while Rajshahye division has suffered the enormous loss of 57 schools and 2,326 pupils. The Inspector explains the loss of schools by the transfer of many to the intermediate class, which are now returned as primary; and he further explains the loss of pupils by the direct competition of the primary schools, which empties the lower classes of the middle schools. This has been the subject of a separate communication from Mr. Clarke, who has solicited orders that no patshala may be located in any place where there is a middle school. The question was fully discussed, and my predecessor was of opinion that Magistrates must be left to their own discretion in placing patshalas; at the same time it was thought desirable that a patshala should not generally be aided in the immediate neighbourhood of a middle school, unless the village was a large one and a lower class of boys were likely to be attracted by education of a humbler order than the school provided. If this consideration is borne in mind, I think a strict rule is unnecessary. Mr. Clarke's remarks will be found on a subsequent page.

210. From the table given above it appears that the number of Government model schools (middle class vernacular) has diminished by seven. As the number of Government lower class schools has increased by nine, it is probable that each of the schools apparently lost has really been transferred. The general question of the functions of these schools has recently become the subject of discussion. Should they be regarded as pioneer schools in backward tracts, or as model schools leading the way in advanced districts? Some of the Inspectors are convinced that many of the existing model schools have done their work; and that they should either be transferred to regions that stand in greater need of such an example, or that the funds should be applied to increasing the number of district scholarships. I am of opinion that the old theory of these model schools is still the true one, namely, that their proper seat is in backward parts of the country; and consequently, that when they have done their work in the education of one tract, they should be transferred to another. But there is a further use to which the model school funds of advanced districts might be applied, and to this I am disposed to attach great importance. It is to devote a considerable portion of the funds to the establishment of strong Government schools at the head-quarters of sub-divisions, as has been most successfully done in the sudder stations of Dacca and Mymensingh. In backward districts model schools are even now often established in sub-divisional towns, these localities not being always so enlightened as to dispense with the need of Government schools: indeed outside the sub-divisional towns, it is not always easy to find a village sufficiently advanced to care for middle education. But in more advanced districts in which middle education has been (largely by the aid of model schools) widely spread, it then becomes of importance to replace the sub-divisional aided school, often far weaker than many of its neighbours, by a Government vernacular school of the first excellence. I would even extend this principle so far as to secure to the head-quarters of each sub-division a middle English school of similar high quality. In many such places the existing aided school leaves nothing to desire; but wherever middle English education languishes, it might be well to establish, parallel with the higher class school at the Sudder, Government middle English schools at the sub-divisions. The cost, in such cases, should rightly be met by

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transfer from the grant-in-aid funds, and very little additional expenditure would be incurred, for experience has shown that a highly efficient Government school can generally be maintained at the same cost, so far as State funds are concerned, as a less efficient aided school. Local circumstances and local feeling would chiefly determine whether the existing sub-divisional school should be maintained, or whether it should be replaced by a Government vernacular school, or by a Government English school.

211. One signal advantage that I foresee as probable from the establishment of Government schools at sub-divisions is this, that guru-training classes might be attached to each with comparatively little cost, and that we should be able gradually to do away with every third grade normal school. It will still be necessary to provide for some time to come for the education of existing gurus; but the normal schools, even as now reduced, form a heavy charge on the educational budget; and if their training could be provided for by a small increase to the pay of the teachers in the Government schools at sub-divisional head-quarters, very sensible relief would be effected.

212. Aided middle vernacular schools show an increase of 15 schools and 1,253 pupils. Comparing this result with the loss of 26 private schools and 955 pupils, it becomes clear that the increase is merely due to the transfer of certain schools from the unaided to the aided class, while other unaided schools have either dropped to the lower vernacular rank, or have come to an end through failure to obtain a grant.

213. In the present form of the returns it is impossible to discover how far the apparent decline of middle vernacular education is due merely to the transfer of schools to a lower class, and how far it arises from want of appreciation by the people. The latter no doubt operates to prevent purely vernacular education advancing at the same pace with English education. On the one hand, a good vernacular education with a rudimentary knowledge of English (which is what the middle English schools give) has a much higher money-value than when it is shorn of that addition; and on the other, that numerous class which does not look to employment, at least to employment where a knowledge of English is necessary, finds its needs continually more and more fully satisfied by the instruction given in primary and lower vernacular schools. The well-to-do shopkeepers and gomastahs of a thriving Bengal village have always shown a keen appreciation for sound learning in the vernacular, have been the constant and liberal supporters of the village school and its pundit, and, without any care for English, have taken the greatest interest and pride in the results of the vernacular scholarship examination. But there is a class below this who have little desire to see their sons expert at geometry and decimals, or familiar with the rivers and cities of every continent. For them a somewhat humbler education suffices. They have sent their children to the school, but henceforward the improved patshala teaching will amply satisfy them, and if such a patshala is to be found near home, the ranks of the vernacular school will proportionately suffer.

214. The vernacular scholarship examination furnishes a trustworthy test of the progress of vernacular education of the middle class. The examination is a divisional one, conducted by the Circle Inspector. The standard of difficulty of the questions set in each circle is traditionally maintained, and may be assumed to be fairly constant. We are able therefore to test the progress of education in each division and district; but not to compare one division with another. I am now devising means for effecting this comparison in the examinations of future years.

215. The following table gives the result of the examination of 1875 :—

Vernacular Scholarship Examination, 1875-76.

Divisions.	Number of candidates.	Number passed in— First division.	Second division.	Third division.	Total.	Number gained scholarships.
Burdwan	625	42	116	261	419	20
Presidency	644	26	112	294	432	27
Calcutta	40	34	4	2	40	9
Rajshahye	487	20	95	226	341	34
Dacca	996	38	164	361	563	36
Chittagong	94	3	12	34	49	9
Patna	803	26	110	312	448	41
Bhagulpore	191	9	28	65	102	22
Chota Nagpore	61	1	7	31	39	14
Orissa	121	3	27	58	88	13
Total	4,062	202	675	1,644	2,621	225

The extraordinary results of the five Calcutta schools deserve a passing notice. Of the 40 candidates all passed, 34 in the first grade. These schools allow no candidates to appear whose chance of passing is at all doubtful.

216. Comparing the results with those of the previous year, it appears that the number of candidates has increased by 397, the number who passed by 193, and that four more vernacular scholarships were awarded. The proportion of successful candidates has slightly decreased from 63½ to 62½ per cent. The number both of candidates and of passes has decreased in the Burdwan and in the Rajshahye divisions. In Eastern Bengal there is a small, and in the Presidency division a moderate, increase. In Behar the number of candidates has increased by more than 50 per cent.; in Bhagulpore it has doubled itself: owing, however, to greater rigour in the examination, the proportion of successful candidates has declined from 67 to 55 per cent. In Chota Nagpore the number of candidates and of passes shows the very satisfactory increase from 22 and 12 respectively in 1874, to 61 and 39 in 1875. Orissa also shows a very considerable increase. By the nature of the case, it is exactly these backward provinces that have the greatest room for advancement; their progress is none the less gratifying on that account. SECONDARY INSTRUCTION.

217. *Middle English Schools.*—This class of schools shows a very noteworthy increase of 52 schools and 2,315 pupils. The Singbhoom zillah school has been raised to the higher class, which explains the decrease of one in Government schools. The loss of 13 unaided schools, similarly, is due to their transference to the aided class. This latter shows an increase of 66 schools and 3,514 pupils. The chief areas of increase in English education of this class are following :—Dacca division, with 19 additional schools and 947 pupils; Burdwan division, h 11 schools and 982 pupils ; Patna division, with 14 schools and 756 pupils; Bhagulpore sion, with nine schools and 296 pupils, and Rajshahye division, with nine schools and 192 pupils. Presidency division shows a loss of nine pupils; three middle English schools in Jessore district having been raised to the higher class, and three closed.

218. As was stated in a previous paragraph, the present course in middle English schools and the standard of the minor scholarship examination are determined by the principle of adding an elementary knowledge of English, as a language only, to a sound vernacular education. Such subjects as Euclid, history, and geography are taught in the vernacular; even the questions in the single English paper are in some instances set in the vernacular. In zillah schools all this is taught through English; it is clear, therefore, how great a difference in the English acquirements of the pupils in the two classes of schools is caused by this difference of method. Baboo Bhoodeb Mookerjee believes that the present system in middle schools is the one best adapted to the circumstances of the country. On the other hand, the Inspectors of the Eastern Bengal and Presidency Circles are strongly in favour of assimilating the course in middle schools to that of the corresponding classes in higher schools, by making the minor scholarship standard identical with that of the third class of a zillah school. Now, this symmetrical scheme needs to be carefully considered before it is adopted. In the first place, it overthrows the theory on which the middle schools are now constituted. A very large number of their pupils terminate their education at the minor scholarship standard. If history and similar subjects are henceforward to be taught out of English books, it follows that their vernacular education would suffer to a proportionate extent. While therefore the change would greatly benefit those who are to proceed to the zillah school, it would be no gain to those who have not that intention. Secondly, the standard in English, studied merely as a language, would have to be sensibly raised before middle school pupils could compete successfully with the third class boys of a higher school. This would be doubtless a great gain, and we may well look forward to the time when the two will be on an equality ; for the present, however, the fact of their different attainments cannot be ignored, and in pitting them against each other, the greatest caution will be necessary. Thirdly (the question belongs properly to 'higher schools,' but may conveniently be introduced here), since by recent orders the pupils of the third class in zillah schools are henceforward to pass the minor scholarship examination as a condition of promotion, it will be necessary to consider whether the science subjects of the minor scholarship standard are to form part of the zillah school course. On the one hand, private schools will not teach a subject which the University does not require, and zillah school pupils would to some extent suffer in the competition at Entrance; it might therefore be thought that the exclusion of science subjects from the zillah school third class standard would fitly balance the absence of the right to compete for minor scholarships. If, on the other hand, it be determined to impose the full minor scholarship course on zillah school students, the vernacular seems the most fitting medium through which to teach the science subjects. It might be better, perhaps, to leave this optional, giving candidates the choice of answering the science and other papers in English or in the vernacular. The same principle might, indeed, be extended to all schools: and the result would be that those middle schools whose pupils looked chiefly to the entrance examination would adapt their studies to the English teaching of the zillah school; while those who preferred the present system might abide by it. The more advanced schools under competent teachers would probably choose the former method with little hesitation.

219. The progress of middle English schools is tested by the minor scholarship examination. By recent orders, no candidate is eligible for a scholarship unless he gains one-third of the marks in English. In other subjects (and in all subjects, including English, for the pass merely) the aggregate of marks is alone taken into account. It will be possible, and indeed desirable, to extend the rule to pass-candidates as the standard of English in

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middle schools becomes raised. Up to the present time a constant complaint has come from head masters of higher schools that boys who have passed the minor scholarship examination, are grossly ignorant of English,—often hardly up to the standard of the fifth or sixth class of the school.

220. The following table shows the result of the minor scholarship examination of 1875:—

Minor Scholarship Examination, 1875-76.

Divisions.	Number of candidates.	Number passed.				Number gained scholarships.
		First division.	Second division.	Third division.	Total.	
Burdwan	266	13	63	74	150	17
Presidency	304	10	73	154	237	20
Calcutta	34	12	11	8	31	3
Rajshahye	85	8	25	34	67	10
Dacca	210	9	37	78	124	18
Chittagong	22		6	11	17	4
Patna	115	10	41	53	104	15
Bhagulpore	54	10	18	23	51	11
Chota Nagpore	16	1	8	4	13	7
Orissa	34	2	9	11	22	7
Total ...	1,140	75	291	450	816	112

221. Comparing these results with those of the previous year, we find an increase of 80 in the number of candidates and of 154 in the number who pass; the percentage of passed candidates having risen from 66 to 72. There has been an increase, in the number both of candidates and of those who passed, in the divisions of Burdwan, Dacca, Patna and Bhagulpore, the greatest increase being in Patna division. The number of minor scholarships awarded is less by ten than in the previous year, owing to redistribution of the assignment between minor and vernacular scholarships, somewhat to the advantage of the latter. The minor scholarship papers are the same as those for the vernacular scholarship, with the exception that a paper on English replaces one on Bengali. The far higher percentage of candidates who pass, as well as of those who pass in the first division, in the minor scholarship examinations, is due partly no doubt to the advantage of a year's further study which they enjoy, but still more to the superior discipline and method of teaching of the average English school.

The following extracts from the reports of Inspectors throw light on the condition of middle education in the several divisions.

222. Burdwan Division.—The number of middle vernacular schools has increased from 272 with 12,155 pupils to 283, with 12,496 pupils. The Inspector writes—"Very few of the Government schools are better than the aided schools of the class: mostly these Government schools seem to have done their work. They are being maintained at an annual cost to Government of Rs. 8,700. It would be advisable, I think, to close these schools and divert the assignment to create vernacular scholarships for the benefit of the division. Forty-five such scholarships can be founded with the money at once, and they will do more to stimulate middle education than the 27 model schools now scattered over the districts." It is obviously true that Burdwan stands less in need of model vernacular schools than most other divisions. Out of 283 schools of the class only 12 are unaided.

223. In this division a *vivâ voce* examination for each district seems to have been introduced, in addition to the examination by papers common to all districts. As the standard of different boards of examiners cannot be the same, an element of uncertainty is thus introduced into the examination. I see little advantage in the introduction of this novelty. A *vivâ voce* examination, if it is not thorough, is generally mischievous, and the large number of candidates makes it difficult to secure a thorough examination.

224. Middle English schools have increased from 113, with 5,315 pupils, to 124 with 6,297 pupils. Baboo Bhoodeb Mookerjee writes:—"Many of these schools are not looked on favourably by the district officers. The smattering of English which they teach, however valuable in the eyes of the people, is evidently offensive to those visitors who must shudder at the murder of English grammar too often perpetrated in them. I cannot help thinking, however, that the theory of these schools, in which English is taught as a language only, and all other subjects in the pupils' mother-tongue, is the most correct theory of middle schools for this country. But as yet the theory has not been generally accepted, and the schools are not much in favour.

225. Of the minor scholarship examination, the Inspector writes:—"Burdwan seems to be the strongest in some of its schools of this class; Midnapore comes next, and Hooghly stands third; Beerbhoom and Bankoora follow at some distance. I must say that the result in Hooghly are disappointing. Considering its advantageous position, Hooghly ought to do better than the other districts."

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226. PRESIDENCY DIVISION.—Middle vernacular schools have increased by three with 239 pupils. The 24-Pergunnas have fallen off, Nuddea and Jessore are stationary, and Murshedabad shows an increase. In quality, as tested by the vernacular scholarship examination, there is a general falling away in three districts; but Murshedabad, the fourth, shows considerable improvement.

227. Middle English schools show an increase of one only, and a loss of nine pupils. There is a very fair advance in Murshedabad; Nuddea and the 24-Pergunnas are nearly stationary; in Jessore three schools have been closed and three others raised a class. Of the course in middle English schools, and the standard of the minor scholarship examination, Mr. Garrett writes:—

"The state of middle English schools is such as to cause great anxiety. There is, I think, a growing desire in the villages for some acquaintance with the English language, and I believe that Sir Richard Temple rightly estimated this desire when he instituted the new lower Anglo-vernacular scholarship examination against the advice of educational officers. At present, however, the amount of English taught in these middle schools is very small, and the quality the poorest. I believe one remedy lies in raising the standard of the minor scholarship examination. If this were done, the better schools among them would improve, and the inferior schools would teach the new lower course. At present the merest smattering of English is required. I would require in future that Euclid, history, and geography should be taught in English instead of in Bengali. The large English department of the Calcutta normal school lost a large number of pupils from the dissatisfaction caused by the selection of Bengali geographies and histories instead of English books for this examination. The reports for Nuddea and Jessore both question the wisdom of the present system of marks in this examination. It is pointed out that while a minimum number of marks in each subject is required of a candidate in the higher or entrance examination, a candidate in the lower or preparatory examination is only required to make up an aggregate of marks in all subjects together. Whatever may be thought of the merits of these two very different systems of marking, there can be hardly any doubt that it would be better that the same system should be followed in the two examinations. At present boys often almost wholly neglect one subject or other in the lower examination, to find themselves greatly hampered by the neglect in reading for the higher examination."

228. CALCUTTA.—There are one Government and four aided vernacular schools with 1,958 pupils. The Government school is the Bengali department of the model school (the so-called "patshala") attached to the normal school. It was opened in 1840, in connection with the old Hindu college. An English department of the same "patshala" was opened in 1865. The Bengali department suffered a loss of pupils during the year: its number fell from 549 to 512, owing to rumours of its abolition. The ordinary vernacular scholarships are not given to students from Calcutta schools, but at the examination for four scholarships and five free studentships tenable in the Hindu or Hare schools, this school won two of the former and three of the latter.

229. The middle English schools of Calcutta are more numerous. There are two Government schools, the English department of the attached "patshala," and the Colinga branch school, nine aided schools, all under Christian management, and 22 unaided. Owing to the rumour above mentioned, the number of boys in the English department of the Government model school fell from 384 to 282. Mr. Garrett describes the origin of this school as follows:—"It was opened in 1865 as an extension of the old English training class, to afford the latter a practising school. Gradually class after class has been opened in connexion with this department for botany, physics, chemistry, gymnastics, and drawing, and frequent wishes have been expressed that a class teaching the University entrance course should be added. All these expenses were paid from the fees of the two departments of the model school, amounting to Rs. 13,470. The latest extension is a music class, for which the school is indebted to the generosity of Rajah Surendra Mohun Tagore, MUS. DOC., who has presented both a teacher and a harmonium. This is already stirring up emulation in Dacca and elsewhere."

230. Of the 34 boys who went up to the minor scholarship examination from this school, five held the first places in the whole list of candidates for the Presidency division, one of them winning also the Vizianagram scholarship for surveying, which has now gone to the school four times consecutively. These minor scholarships are paid from the surplus funds of the patshala.

231. RAJSHAHYE DIVISION.—I will now quote Mr. Clarke's remarks in explanation of the decrease in the number of vernacular schools from 199 with 8,197 pupils to 142 with 5,871 pupils.

"These figures show a great falling off in the middle vernacular schools. This is due to two causes—*first*, that some schools which last year were classed as middle have now, under His Honor the Lieutenant-Governor's minute establishing intermediate schools, classed themselves as intermediate, and are returned in the present annual report among the primary. By a tedious analysis of the returns, I make out that 24 schools containing

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1,513 boys returned last year as middle are included in the primary class this year. I have also transferred, as above stated, 13 schools containing 226 boys in the Darjeeling district; but I think it highly probable that Bhoodeb Baboo must have transferred these last year similarly. *Secondly*, the direct competition of the primary schools is emptying the lower classes of the middle vernacular schools. By going to the patshala instead of to the corresponding lower class in the vernacular scholarship school, the little boy pays smaller fees and gains besides the chance of a primary scholarship. It is true that the vernacular scholarship returns of the division show that there has been during the year under report no falling off in the number of candidates or of passes, still I doubt whether diverting the mass of the lower classes in our middle vernacular schools into the patshalas (where the teaching generally must be inferior) has been a step forward.

"Under our present system in nearly every village where there is a large middle vernacular school the Magistrate places a patshala, or a cluster of patshalas, in the neighbourhood. The difference between the teaching in the lower classes of a middle vernacular school and in those of a patshala is so small that in the new classification proposed by the Government of India it is intended to overlook it altogether. The old plan of Mr. R. Martin, who caused middle vernacular schools to keep an attached patshala (in place of their three lowest classes), was, I think, very preferable to our present one; the cost to Government of the extra patshala, or cluster of patshalas, was saved. The discipline (and regularities of attendance) at the attached patshala was very superior to that at small separate patshalas, and the sharp boys were naturally pushed on from the attached patshala into the school. Under our present plan we see a large middle vernacular school reduced to its first three classes nearly in a large house, and a few yards off a patshala crowded into a shed, and in some cases sitting at a different hour from the school, so that the same teacher who teaches a lower class in the school at one hour may teach a corresponding class in the patshala at another hour. But I must not enlarge on this topic, as I have laid the question fully before the Director of Public Instruction, who tells me that, after consulting the other Inspectors, he is of opinion that the Magistrates and District Committees must be left to place the patshalas at their best discretion in each case."

232. In the vernacular scholarship examination "Pubna stands first by far, and is about on a level with Furreedpore. Pubna was in the old Dacca Educational circle. Then follow Bogra and Rungpore; afterwards Rajshahye. But, making allowances for differences of area, after Pubna should be reckoned Bogra, Rajshahye, and Maldah; then Rungpore and Julpaiguri. Excepting Pubna, education is in a backward stage in this division as compared with its stage in the Presidency and Dacca divisions. This backwardness is due as a whole to the general backwardness and remoteness of many of the districts. Over a large area in the north the Hindu population is not pure Hindu, but of Kooch extraction, and much less advanced in civilization than the Hindus of Central Bengal. Another difficulty has been that hitherto there has never been a normal school for pundits anywhere in North Bengal. Consequently, in Dinagepore there are hardly any good pundits, and in Rungpore the pundits are all foreigners. This means that a second-rate normal school pundit, who cannot find employment on Rs. 12 to Rs. 15 in Dacca or Hooghly, consents to serve in Rungpore on Rs. 25. The price of pundits necessitating a high cost for all middle schools, operates, of course, very largely to restrict the spread of middle education.

"This difficulty will, I hope, shortly vanish, Government having sanctioned a normal school for pundits at Rungpore, now about to be opened." This sanction, however, has since been withdrawn, and the proposal is for the present abandoned.

233. The number of middle English schools has increased from 42 to 51, and that of scholars from 2,266 to 2,458. The Inspector describes the state of middle English education as very backward throughout the division:—

"Few natives of the district pass the University Entrance examination; there is consequently throughout the division (except the neighbourhood of the Pudda) a deficiency in competent teachers. The schools are few and, with very few exceptions, educationally unsatisfactory; so that they are badly attended, and the people are reasonably not disposed to set up other like schools. Even a small acquaintance with English is worth money, and the people of the Rajshahye division will send their children to a good English school willingly, and do so where such a school is offered them.

"I would suggest that the District Committee be authorized, out of their grant-in-aid allowances, to set up at any sub-divisional station a Government middle school, either middle English or middle vernacular at their discretion, to be directly managed by the sub-divisional officer under their orders. Such schools would cost Government nothing extra; in place of an unsatisfactory grant-in-aid school we should have a Government school, and should have comparatively litte difficulty in finding competent teachers. Such schools would, in short, resemble the board schools in England."

234. Tested by the minor scholarship examination, Pubna is far ahead, then comes Rajshahye, then Rungpore.

235. DACCA DIVISION.—Middle vernacular schools have increased from 268 to 281, and their pupils from 11,864 to 12,862. Dr. Robson writes:—

"The station vernacular schools are usually far ahead of all others, and there is the same rivalry among them with regard to the vernacular examination as there is among the zillah schools with regard to the entrance. Two of these station vernacular schools—the Dacca Model and the Mymensingh Hardinge school—are Government institutions; the others are grant-in-aid schools. At the last examination the Mymensingh Hardinge school, which sent up 24 candidates, all of whom passed, eight of them being in the first division. took the lead. The Comillah vernacular school is not worthy to be classed along with the others; it has an inferior set of teachers who have been selected by the managers for other reasons than competency. The Deputy Inspector has done his best to introduce a better state of things, but his efforts have been stoutly resisted by the Managing Committee."

The Inspector may be requested to apply the rules for the appointment of vernacular masterships to the teachers of this school.

236. Tested by the examination for scholarships, middle vernacular education has not made any remarkable advance during the year. Furreedpore has done much better, and Backergunge much worse, than in the previous year.

237. There are five Government vernacular schools in the division, established as pioneer schools. One of these is at Gopalgunge, in Furreedpore, amongst a population of Chandals, who are entirely indifferent to education of any kind. One or two good patshalas would seem to be much more suited than a middle vernacular school to the requirements of people of this class. Of the three Government schools in Backergunge, Dr. Robson says that they are doing nothing which could not be just as well done by patshalas at one-fifth of the cost. Two of them are in the island of Dukhin Shabazpore, and the third at the old mart of Backergunge. He supports the Deputy Inspector's proposal "to establish patshalas at these places, and to transfer the model schools to populous villages, where they will become really good vernacular schools, and in a proper sense models to the aided schools of the district.

238. "The circle schools continue to flourish. As the circle pundits are regularly paid and have no meddlesome committees of management to deal with, men of high qualifications are eager to serve in that capacity."

239. The total of middle English schools has risen from 115 with 7,018 pupils to 134 with 7,965 pupils. The Dacca European and Eurasian school, lately aided, contained 58 pupils—34 boys and 26 girls. In respect of race, 12 were Europeans, 40 Eurasians, and 6 Armenians; in respect of religion, 26 were Protestants, 26 Romanists, and six of the Armenian Church.

240. Judged by the minor scholarship examination, Dacca and Mymensingh stand first, then Backergunge and Furreedpore; lastly, Tipperah.

241. I append Dr. Robson's remarks on the minor scholarship standard and the teaching of English in middle schools:—

"Minor scholarships are tenable for two years. This term was probably fixed upon under the idea that boys might reasonably be expected to be ready to appear at the entrance within two years after passing the minor examination. If this was the case there has been a serious error in the calculation. Those who have passed the minor examination are found to be so deficient in their knowledge of English that they are never admitted into the second class of the zillah or collegiate school; only a few exceptionally clever boys are found qualified for the third class, the great majority being put into the fourth.

"This state of things appears to indicate that there is something radically defective about the teaching of English in our middle schools. It must be allowed that a considerable proportion of the teachers are men of inferior qualifications, but no charge of incompetency can be urged against the teachers of the better class of minor schools who carry off the scholarships. The fact is that in middle schools English is taught under conditions which appear to have been framed expressly for the purpose of making the attainment of a high standard impossible.

"In the minor scholarship course English is thrust into the background, history and geography and mathematics all being taught and examined through the vernacular. In fact, more importance is attached to such subjects as chemistry and botany than to English, as appears from the marks assigned. While the course of study followed in lower classes of zillah schools is purposely fixed with a reference to the requirements of the entrance, which is the great goal aimed at by English schools of every class, that laid down for middle schools appears to have been framed so as to have as little reference to the entrance as possible.

"The only effectual remedy for the low standard of English in our middle schools will be the assimilation of the minor course to that read in the third class of zillah and collegiate schools. A thorough-going measure of this sort is urgently needed, for at present middle and higher English schools do not fit into each other as they ought to do."

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242. CHITTAGONG DIVISION.—Middle vernacular education has made little or no progress during the year; the number of schools in the two districts having fallen from 40 to 35, and the number of pupils from 1,562 to 1,511. Many schools have been reduced a class in the present returns.

243. The following remarks are applicable to both Dacca and Chittagong divisions:—

"The employment of incompetent teachers by the managers of middle schools is one of the chief impediments in the path of progress. They are very seldom qualified to form a correct opinion with regard to the competency of a teacher, and in some cases they do not hesitate to sacrifice the interests of the school to those of a relative or dependant. There are many schools in this circle into which incompetent teachers have crept somehow or other in the post, while many fully qualified normal school pundits have been unable to find employment. Unless things are very bad indeed in a school, to insist on the dismissal of a teacher, who has been allowed to blunder on unmolested for several years, has an appearance of hardship; and the question of a particular teacher's competency is one on which different people may have thought differently. However incompetent a teacher may be, his removal is generally an unpopular measure, for an incompetent teacher may be a very agreeable neighbour even when he is not related to some of the leading men of the village.

"The rules for the examination of candidates for masterships in vernacular schools recently issued by the Director of Public Instruction, will do away with all our difficulties about incompetent teachers, and will indirectly operate to remove many of the financial evils of aided schools. So long as certificated teachers are to be had, ill-qualified men will not have a chance of getting into the educational service at all. The same rules afford a convenient means of gradually weeding out the ill-qualified teachers already employed; for if the competency of any teacher is called in question, he may be called upon to prove it by passing the examination. Upon a matter like this it is of great importance to have some definite Government rule to appeal to, for the managers of schools are apt to think that they are dealt with in an arbitrary manner when they are ordered to appoint properly-qualified teachers with the notice that in case the injunction is disregarded, the school bills will be stopped."

244. The number of middle English schools has risen from 24, with 1,207 pupils, to 26, with 1,345 pupils. In most of them the English department is subordinate to the vernacular. In a school of 50 boys perhaps 12 or 15 learn English,—an arrangement suited to the circumstances of many places in Eastern Bengal.

The results of the last minor scholarship examination were somewhat better than those of the year before.

245. PATNA DIVISION.—The number of middle vernacular schools has advanced from 91, with 4,123 pupils, to 103, with 4,934. In these latter figures are included 18 patshalas which sent pupils to the examination; and the number of true middle schools has fallen from 91 to 85, of which 46 are Government schools and 16 aided. The loss has been amongst unaided schools, of which there are now 23.

246. The results of the vernacular scholarship examination were fair, and spoke well for the quality of the education given, most especially in the districts of Gya and Shahabad. The Inspector, however, deplores the unprogressive character of education of this class. The orders of Government are that Hindi is to be regarded as the vernacular of Behar, and to be taught in all middle schools attended by Hindus, who are further required, by a recent letter of Government, to write their answers at the scholarship examinations in that character. But except in the districts of Gya and Chumparun, where there is a strong feeling in favour of Hindi, it has been found most difficult to carry out these orders. In most districts the majority of Hindus who care for vernacular education prefer Hindustani, and have no regard for Hindi beyond the rudimentary education of the patshalas. In Sarun indeed every middle school, including even the Government schools, taught Hindustani only; the local authorities being of opinion that to enforce Hindi would be practically to empty the schools. The recent order enjoining the use of the Hindi character in the examination fell on the district like a thunderbolt, and it was anticipated that hardly a boy would pass the examination. It was afterwards understood, however, that the Kaithi, equally with the Nagri character, would be accepted; and most of the schoolboys have at some time or other learnt Kaithi. The latter character, though most widely spread, has been much neglected by the educated classes: amongst other classes its use is almost universal, but it has gradually become ill adapted for literary purposes. Its recognition by the Government will go far to restore it in public estimation; and the efforts of the Inspector have been directed towards its improvement and its adaptation to the purposes of elementary schools.

247. The question of school-books is much more intricate. Mr. Croft, recognizing the difficulty before spoken of, has been aiming at a compromise by the preparation of a series of school-books the language of which might be called indifferently Hindi or Urdu, according to the character in which it is printed. His proposals are open to the objection that the style of school-books so framed, while attempting to conciliate both parties, would satisfy

neither; that it would not be adopted or recognized as good Hindi by Brahmins or as good Urdu by Mussulmans, even by those who could not be described as unduly prejudiced in favour of their own tongue. I propose to submit the question shortly to Government. SECONDARY INSTRUCTION.

248. Middle English schools have increased from 36, with 2,255 pupils, to 50, with 3,011 pupils, the most rapid development having taken place in Shahabad district. Patna and Shahabad districts are the most advanced; next come Durbhunga and Gya; while in Sarun and Chumparun English education has only just commenced. In Chumparun the only English school is the zillah school; it is now of the middle class, but is striving towards the entrance standard. The Mozufferpore schools are described as the least satisfactory in the division, chiefly for want of proper supervision.

249. BHAGULPORE DIVISION.—Very little progress is shown in vernacular education; the numbers have advanced from 26 schools and 1,121 pupils to 27 schools and 1,177 pupils. The Bhagulpore schools are far the best; those of Monghyr fared badly in the scholarship examination, and are generally inferior, owing to the employment of teachers who have not been trained in a normal school. The Inspector proposes to subject them to the examination test. The Purneah schools were fairly successful. In the Sonthal Pergunnas only two schools exist, one of which is inefficient.

250. For Bhagulpore, as for Patna division, Mr. Croft proposes, while requiring all Hindu candidates to pass the examination in Hindi, to give extra marks to those who also show proficiency in Urdu.

251. Middle English schools show a satisfactory increase from 21, with 824 pupils, to 30, with 1,120 pupils, the increase being spread over all the districts. The Bhagulpore and Monghyr schools are excellent: those of Purneah and the Sonthal Pergunnas moderately fair. The Inspector has drawn up a course of study for middle English and vernacular schools, which will also exactly regulate the teaching in schools of a lower rank. It consists (for vernacular schools) of six classes. Cutting off the fifth and sixth, the course becomes that for lower vernacular schools. Again, cutting the third and fourth, it becomes that for primary schools; and the standards of the second, fourth, and sixth classes are those of the primary, lower vernacular, and vernacular scholarships respectively. The first or lowest class is divided into two sections, the lowest of which ('reading and writing Kaithi manuscript, tables, and bazar and land accounts') will generally be confined to primary schools. In schools teaching English (lower Anglo-vernacular and middle English schools), English replaces one or other of the subjects of each class, so as to adapt the course to the scholarship standards. At the head of the course there is a seventh class for middle English schools, identical with the standard of the minor scholarship, a year later than the vernacular. Mr. Croft proposes, amongst other things, to exclude English from the last classes (the first and second) of middle English schools, enforcing therein the primary scholarship standard only; and also to assign a minimum pass mark of 30 per cent. in the literature paper of either scholarship, English or vernacular.

252. CHOTA NAGPORE DIVISION.—The number of middle vernacular schools has increased from 30 to 33, and their pupils from 1,836 to 1,976. Normal schools are included by the Inspector under this heading. Mr. Garrett alleges that the middle classes, that is, those who can afford to pay fees, care little for vernacular education, and go to English schools whenever they can. The middle vernacular schools are attended by the same classes as the patshalas. An exception is made in the case of the Chaibasa model school, to which the Ho boys eagerly go, in hope of obtaining primary teacherships or posts in the local service of Government. Manbhoom and Singbhoom are the most advanced in education of this class. The other two districts made fair progress.

253. Mr. Garrett enumerates three causes of the scanty success of vernacular schools. The first is the inefficiency of the teachers, most of whom are "inferior Behari Lalas, who know little but the rules of Sanskrit grammar applied to the Hindi of Premsagar or Ramayana. When we have teachers who can offer their pupils a better return for their money, the vernacular schools will share the popularity of the English schools." At present the pupils are mostly baniyas, who come to learn only what will serve them in the bazar, and have no care for the scholarship course. Secondly, there is a want, especially in Lohardugga, of pioneer or model schools. The present grant-in-aid rules, amply liberal for Dacca or Burdwan, offer no inducements to the people of these districts to set up aided schools. And it certainly seems vain to offer scholarships for the encouragement of primary instruction, without opening schools in which they may be held. Thirdly, "the greatest want of all is that of good school-books. Mr. Croft is doing much to improve the quality of the existing Hindi school-books in Behar, and to make them cheaper in price, as well as to provide books on such subjects as physical geography which do not yet exist. But the question is, "will these improved and new books suit Chota Nagpore?" In Manbhoom there is no such difficulty. There the language is Bengali all but universally. But it seems still doubtful whether Hindi or Bengali will ultimately be the language of the other districts. Already Bengali encroaches far into Hazareebagh and along the western banks of the Subarnarekha. The vernacular is a medley of the two languages, the people very generally asking to be taught Bengali as their mother-tongue, and Hindi as the language of the courts and as current further west. In this country many of the Bengali manuscript books are written in the Nagri character, and Hindi manuscripts in the Bengali character. In Singbhoom the language spoken by the Hindoos is much more nearly allied to Urya than to Bengali or Hindi, but the weights and

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measures used in bazar transactions are generally Bengali, and it seems probable that Bengali influence will encroach much more from the north-east." Mr. Garrett also doubts whether, even though Hindi be recognized as the vernacular, the Behar school-books will not contain too great an Urdu element.

254. The middle English schools number 21, with 1,208 pupils, an increase of three schools and 65 pupils. Also the Singbhoom zillah school has been raised to the higher class. In this district there is now only one middle English school; the other three districts have each from six to eight, Hazareebagh having added two during the year. There is a fair increase of pupils in the Manbhoom and Hazareebagh schools, but a decrease of nearly 100 in Lohardugga, chiefly affecting the German Mission School in Ranchi.

255. ORISSA DIVISION.—The number of middle vernacular schools has increased by three, but the number of pupils remains the same. There are now 42 schools with 1,541 pupils. This is clearly not a case of loss of pupils from a new classification. In the opinion of the Joint-Inspector "the middle vernacular course has not much attraction for either the middle or the lower classes. Patshala education is considered to be enough by all who do not aspire to Government service or to rise above the sphere of their parents; and as aided patshalas are generally to be found in and about villages where there are middle vernacular schools, the latter do not gain much in numerical strength. * * * Our middle vernacular schools are frequented by those only who have no cheap aided patshalas in the neighbourhood, and who seek vernacular education, not as an end, but as a means to enable them to prosecute English studies." The Commissioner of Orissa has taken a step which may have the effect of making those schools more sought after. He has determined, in filling up the lower appointments in Government offices, to give preference in all practicable cases to passed vernacular scholars over hangers-on about the courts. This course has often been recommended to the notice of district officers, but generally with little or no effect. And yet it would seem natural to suppose that the sound vernacular education which our middle schools generally give would make a youth more fitted, rather than less fitted, for the intelligent performance of duties which are within the powers of a less educated man.

256. The Joint-Inspector puts forward three suggestions for the advancement of vernacular education :—*Firstly*, to increase vernacular scholarships tenable in the newly-opened survey and medical schools; *secondly*, to assimilate the course in the lower classes of middle schools to that of patshalas; and *thirdly*, to aid no patshala where there is a middle vernacular school. On the last of these three proposals he especially insists, herein agreeing with Mr. C. B. Clarke.

257. Middle English schools have advanced from 15, with 885 pupils, to 17 with 1,007 pupils. The increase is not really so great, but is due to the inclusion of two schools which last year were differently classed. Cuttack is by far the most advanced district in English education, but Balasore shows signs of improvement. In vernacular education, all the three districts of the division are much on a level.

258. HIGHER ENGLISH SCHOOLS.—For convenience, the figures given in paragraph 198 are repeated :—

HIGHER SCHOOLS.	1875.		1876.	
	Schools.	Pupils.	Schools.	Pupils.
Government	44	11,447	45	11,952
Aided	81	8,613	85	9,550
Private	41	10,770	43	11,027
Total ...	166	30,800	173	32,529

The increase of one in Government schools is due to the raising of Singbhoom zillah school to the higher class. Of aided schools, the Jamalpore railway school, which teaches the middle standard, was wrongly included in the higher class in the district returns. The increase is really of three schools.

259. The Government resolution on the report of last year raised the question—what proportion of the pupils in higher schools could be included in the upper stage of instruction? In a previous paragraph I have pointed out that the proportion is 20 per cent. in all schools of this class. It will now be convenient to separate the figures for the three classes of schools, Government, aided, and private. They are here given :—

CLASS OF SCHOOLS.	PERCENTAGE OF PUPILS IN THE			
	Upper stage.	Middle stage.	Lower A.	Lower B.
Government	22	50	23	5
Aided	17	44	30	9
Private	21	48	22	10

The Government schools are, of course, the most advanced. It is somewhat unexpected to find that private schools are much ahead of aided schools: many of the latter class, I fear, are inefficiently conducted, and maintained—not to supply any local demand, but to increase the dignity of the zemindar who supports the school. When the entrance class, in such schools always weak, disappears altogether, one or two promising boys are bribed to desert other schools by the offer of free board or of a scholarship, and in this way the school occasionally manages to pass a candidate. Such schools are, of course, not to be confounded with strong unaided schools like those to be found at Dacca and elsewhere, where the demand for higher education is large and genuine.

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260. The expenditure upon higher schools is compared in the following table :—

Higher Schools.	1874-75. State funds.	1874-75. Total.	1875-76. State funds.	1875-76. Total.
Government school	1,22,707	3,58,466	1,17,104	3,63,428
Aided "	51,728	1,96,549	54,087	2,16,484
Total ...	1,74,435	5,55,015	1,71,191	5,79,912

These figures are satisfactory enough. Additional schools have been aided during the year, but yet the expenditure upon all schools of the higher class shows a decrease of nearly Rs. 3,000, while the expenditure from local sources has increased by nearly Rs. 28,000.

In Government schools the total annual cost per head was a little over Rs. 30, of which the State paid under Rs. 10. In aided schools the cost was nearly Rs. 22, of which the State paid Rs. 5⅜.

261. The following table shows the results of the entrance examination for each Commissioner's division :—

General Distribution List of Entrance Candidates.

Districts.	Number of candidates.	Schools that sent candidates.	Schools that passed successful candidates.	Candidates passed in — First division.	Second division.	Third division.	Total.
Burdwan Division	353	40	27	24	62	34	120
Presidency "	386	46	20	9	59	29	97
Calcutta	452	32	22	39	96	38	173
Rajshahye Division	108	14	8	3	10	7	20
Dacca "	253	15	11	10	48	32	90
Chittagong "	20	4	2	1	3	3	7
Patna "	95	8	5	1	11	9	21
Bhagulpore "	61	7	5	1	10	7	18
Chota Nagpore "	18	5	4	......	1	7	8
Orissa "	37	4	3	1	4	3	8
Private students and teachers	36	......	......	1	0	3	4
Total ...	1,819	175	116	90	304	172	566

262. It will be observed that 175 schools sent candidates to the entrance examination, while the total number of higher schools entered in the departmental returns has been shown above to be 173. It is not to be supposed, however, that all schools nominally of the higher class actually sent candidates to the examination. The reasons why the number of schools in the above table exceeds, rather than falls short of, the number of recorded schools, are *firstly*, that a few private schools of the higher class do not furnish returns to this department; and *secondly*, that candidates occasionally appear from schools that are classed in our returns as middle English. A forward boy, after passing the minor scholarship examination, continues to read for the Entrance Examination in his own school. Sometimes he passes, but the character of the school is not necessarily changed by his success.

263. The foregoing table shows that 116 schools teach effectively the Entrance standard.

It also shows that amongst all the candidates that appeared, 31 per cent. passed. The subjoined table shows how much greater the percentage of success was amongst Government schools than amongst any other class. It was before seen that private schools had more pupils in the upper stage of instruction than aided schools; it now appears that those pupils are also more effectively taught.

University Entrance Examination.

December 1875.	Number of schools.	Number of candidates.	Number passed in — First division.	Second division.	Third division.	Total.	Percentage of success.
Government schools	47	757	48	156	81	285	37·6
Private schools (aided)	71	350	8	54	25	87	24·9
Private schools (unaided)	57	676	33	94	63	190	28·1
Schoolmasters	......	7	......	......	1	1	14·2
Private students	......	29	1	......	2	3	10·3
Total ...	175	1,819	90	304	172	566	31·1

Besides English, the Entrance candidates from Bengal took up nine languages. The number that took each of these for the last two years is shown below :—

	December 1874.	December 1875.
Latin	52	54
Sanskrit	984	1,058
Arabic	33	24
Persian	20	33
Bengali	528	542
Urdu	60	52
Hindi	22	36
Urya	14	14
Armenian	4	6
Total	1,717	1,819

264. The religions professed by the candidates are shown below. It will appear how few are the Muhammadan candidates that advance to this stage of education, and how small

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the proportion of these who succeed. The comparative success of the Christian candidates is doubtless largely due to the advantage possessed by those whose native tongue is English.

	Number of candidates.	Number passed in			Total.
		First division.	Second division.	Third division.	
Hindus	1,637	70	277	157	504
Muhammadans	85	3	14	4	21
Christians	73	16	11	9	36
Brahmists	16	1	......	1	2
Theists	7	......	2	1	3
Others	1	......	......	......	......
Total ...	1,819	90	304	172	566

265. The failure of the candidates at this examination, compared with that of the previous year, when 41 per cent. of the candidates passed, and from Government schools 51 per cent., has been the subject of a separate report. The failure was ascribed by my predecessor, *firstly*, to novelty in the style of the English examination; *secondly*, to the laxity of which headmasters were guilty in promoting unfit boys to the upper classes of schools. His Honor was unwilling to assign much importance to the first of these causes; but it is nevertheless true that the University returns of the last examination show a large and rapid increase in the number of failures in English. Comparing it with the other fatal subject, mathematics, while 989 candidates failed in the latter, as many as 1,270 failed in the former. In the previous year, the number of those who were rejected in mathematics was greater than those who failed in English. The unusual success, noticed above, of English-speaking boys may also be taken as an indication that the questions upon points of common idiom and expression suited them better than the general body of native candidates.

266. But it is unquestionable that the second of the causes pointed out by Mr. Woodrow, namely, improper promotion, has for some years past inflicted serious injury upon the schools. The Government has accordingly ruled that the minor scholarship standard shall henceforward be considered as that of the third class of an efficient higher school, and that all candidates for promotion to the second class of a Government school shall pass that examination as the necessary condition. Arrangements for the carrying out of these orders are now being considered.

267. *Junior Scholarships.*—The following table gives the distribution of the junior scholarships awarded in January 1876, on the results of the Entrance examination held in the previous month. The number of scholarships annually available is 150, but during the year under report, in consequence of two candidates from the same school having obtained equal marks, one scholarship was divided into two, and awarded to these candidates. The total number of scholars was thus brought up to 151. Of these 43 took Psychology, 103 took Chemistry, and five joined the Civil Engineering Department of the Presidency College. Students are no longer admissible to the Medical College after passing the Entrance, the authorities having decided that the standard of admission should be raised to the First Arts course. One hundred and twenty-eight of the scholars elected to hold their scholarships in Government colleges, 19 in aided colleges, and four in private colleges (unaided).

Distribution list of Junior Scholarships, 1876.

Commissioner's Division.	First grade scholarships, Rs. 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs. 10 a month.	Total.	Number of scholarship-holders who passed the Entrance examination in—		
					First Division.	Second Division.	Third Division.
Burdwan Division	3	6	16	25	18	7	......
Calcutta	7	6	10	23	23	......	......
Presidency Division	......	8	13	21	9	12	......
Rajshahye ditto	......	3	9	12	3	8	1
Dacca ditto	......	7	15	22	10	11	1
Chittagong ditto	......	1	4	5	1	3	1
Patna ditto	......	6	12	18	1	7	10
Bhaugulpore ditto	......	3	8	11	1	10	......
Orissa ditto	......	4	4	8	1	4	3
Chota Nagpore ditto	......	2	4	6	......	......	6
Total ...	10	46	95	151	67	62	22

I append extracts from the divisional reports.

268. Burdwan Division.—The number of schools is seven Government, 31 aided, and eight unaided, or 46 in all, attended by 7,227 pupils. There has been an increase of three private schools. The seven Government schools are reported to be "all excellently officered and well conducted." Some of the aided and private schools were doing as well as second class zillah schools. Commenting on the general failure of Entrance candidates, Baboo Bhoodeb Mookerjee says:—"Bengali Entrance candidates, whose range of English reading cannot

be very extensive, will never be really up to examinations in English idiom and grammar of the kind they were tested by last year; such tests should, I think, be reserved for the higher examinations. In fact, the standard of examination in English was not the same last year that it was in preceding years. Otherwise, as our teachers here remained much the same for several years, and their teaching powers are not in the least abated, the failure of last year would indeed be unaccountable."

269. The number of students in the Hooghly collegiate school advanced from 438 to 455; the expenditure upon the school amounted to Rs. 22,520, of which Rs. 11,533, were paid in fees, besides a sum of Rs. 2,948 allowed to Muhammadan students, and subsequently credited to the school from the Mohsin Fund. Of 59 students at the Entrance examination, 20 passed—six in the first division, 10 in the second, and four in the third.

There were also 212 students in the Hooghly branch school: at the entrance examination four passed out of 27.

270. PRESIDENCY DIVISION.—The number of schools was 47, with 6,778 pupils, being an increase of one school and 290 pupils. The 24-Pergunnas lost a school by reduction to the middle class. In Nuddea district the new Santipore school and the Navadwip mission school both succumbed to rivals after a hard fight, involving much waste of money and temper. In Jessore three middle schools were raised to the higher class, and a new aided school was opened.

271. CALCUTTA.—There are many higher class schools in Calcutta that furnish no information to the Inspector. The departmental returns show only 20 schools of this class; the university returns give 32 that sent candidates to the entrance examination. The seven following schools passed more than 10 candidates each:—the Hindu and Hare schools, which head the list with 26 and 27 passed candidates respectively; the schools attached to St. Xavier's College, to the Metropolitan Institution, to its Shampukur branch, to the General Assembly's Institution, and to the Free Church Institution.

272. The Hindu and Hare Schools return Government a profit; there are two other Government schools, namely, the Anglo-Persian department of the Madrasah and the school department of the Sanskrit College, each of which passed seven candidates. There is only one aided school of this class, namely, the St. James' School, formerly called the Calcutta Boys' School, and ranked as middle.

273. RAJSHAHYE DIVISION.—There are now 14 higher schools with 1,848 pupils, showing a loss of one school and 39 pupils. The only school that did well in the Entrance examination was the Serajgunge aided school, which passed five candidates, a larger number than the six zillah schools together. The Inspector explains why the zillah schools of Rajshahye are inferior to those of the Presidency or Dacca divisions. The head and second masters are mostly competent men, but the lower teachers are as a body very inferior. The stations are considered unhealthy and are unpopular; and good teachers will not, in fact, go to Rungpore or Dinagepore on small pay and with little prospects of promotion.

274. It might be supposed that the zillah schools would supply natives of the district as teachers for the zillah school. But Mr. Clarke points out that the locally born students are mostly to be found in the lower classes; and that those who pass the entrance examination are nearly all sons of foreigners—pleaders, officials, and the like. The Deputy Inspector of Bogra states that in the whole district there are only three or four men to be found who have gained University degrees. These facts have so important a bearing on the usefulness of the proposed high school at Rungpore, that I quote Mr. Clarke's remarks at length.

275. After pointing out that only one boy passed the last Entrance examination from Rungpore zillah school, and that of 16 boys now in the first class not more than three will be "forced" through the next examination, Mr. Clarke goes on:—

"The number of boys likely to pass the entrance examination for some years from Rungpore and the adjoining districts is little greater than the number of junior scholarships already allotted to these districts; the successful boys will, as heretofore, take their scholarships and go to Kishnagurh or Calcutta, where there is a superior teaching staff to any that can be kept at Rungpore. A very large proportion of these successful boys are mere foreigners in Rungpore, Dinagepore, &c., and do not wish to read in Rungpore very particularly.

"The cost of the two First Arts classes in Rungpore will be not less than Rs. 600 per month at the lowest. For a quarter of this sum enormous special scholarships (say Rs. 25 per month) could be given to *every native boy* of Rungpore, Dinagepore, Bogra, or Jalpaiguri that should pass the entrance. With such a scholarship and the new railway any boy who could get to the Entrance standard would prefer Kishnagurh or Calcutta to a petty class at Rungpore.

"This, however, would do little to foster high education at Rungpore, as hardly any native boys can be got up to Entrance. But instead of Rs. 600 a month on the two college classes, Rs. 150 a month scholarships for genuine native boys of the district might be placed at the disposal of the District Committee, to be given only to deserving boys in the three upper classes of the Rungpore zillah school. This would, at a quarter of the cost, apply an effective stimulus to high education at Rungpore.

"The First Arts classes might be started ten years hence when we have by these means got a powerful entrance school. The whole experience of the Education Department at Gowhatty and elsewhere is against a sudden jump from a small Entrance school to a First Arts class; the small step from a powerful Entrance school to a First Arts class is the right method.

"If Rs. 600 a month or so is expended on a high school at Rungpore, a high school there will be, possibly with large classes. It will be the business of the two professors to

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keep the institution alive; they will influence rich zemindars or others to provide feeding expense for boys in the classes, and then among their own poor relatives or connections they [illegible] at these centres to read at Rungpore. How this would foster high education (native to the district) in Rungpore, or encourage it, or lead up to it, I do not see."

276. Dacca Division.—In this division there are five Government schools, six aided, and five private—total 16 schools with 3,871 pupils. It is noticeable that, great as is the proportion of Muhammadans in Eastern Bengal, there are only 376 Muhammadans, or less than 10 per cent., in higher schools. The five Government schools passed 55 candidates at the entrance examination, the six aided schools one candidate, and the five unaided schools 34. The remark previously made about the unsatisfactory character of aided higher class schools applies conspicuously to those of Dacca division. In fact, when for the past three examinations the only school that has succeeded in passing a candidate is the Teghoria school immediately facing Dacca, it becomes clear that the others are higher schools only in name.

277. The Dacca collegiate school had 421 pupils at the close of the year, the numbers having fallen from 487 in the previous year. This was owing partly to the very poor results of the entrance examination (only 15 passing out of 59), and partly to the wretched accommodation afforded by the school building, 60 or 70 boys being banished to a godown in a corner of the compound.

278. The Burrisal and Mymensingh zillah schools, rivals of many years, are the most successful in the division, and Fureedpore is not far behind them. Two of the three unaided schools in the town of Dacca, namely, the Jugannath and the Pogose schools, still maintain their old reputation. The former is the largest school in Eastern Bengal, with 562 pupils.

279. Dr. Robson explains the comparatively greater success of the zillah schools over the town schools of Dacca by the fact that while the entrance classes of the former contains only 25 or 30 pupils, those of the latter usually number 80 to 100 boys. Consequently the numbers in the overgrown classes of the town schools are too large to admit that "individual drill" which is possible in the lower classes of zillah schools.

280. The Mogultoli private school, the neighbour and rival of the Comilla zillah school, is said to be a badly-managed institution. The Magistrate of Tipperah reports:— "The Mogultoli school receives all the ill-conditioned and mutinous boys who are debarred from attendance at the zillah school, and is a school conducted on the worst principles as to the discipline of the youths attending it." The Inspector adds that "one of its functions is to send up boys to the entrance who fail to pass the last examination of the zillah school;" a practice that might be checked if such cases, as they occurred, were reported to the university authorities, who would decline to receive candidates that had been elsewhere rejected. Such schools, however, cause much annoyance to well-conducted zillah schools, their neighbours, and make it sometimes difficult to maintain discipline.

281. Chittagong Division.—There are, as in the previous year, four higher schools, the number of pupils having risen from 628 to 678. The Chittagong school showed a large increase of numbers, due partly to an attempt that was made to amalgamate the rival Albert School with it. Four candidates out of six passed the entrance examination.

282. Like the Mogultoli school at Comillah, this Albert school is a thorn in the side of the Chittagong Government school. "The Albert institution has always been the refuge of those boys who from any cause were dissatisfied with the zillah school. Defaulters, boys disappointed of class promotion, and fugitives from discipline, were welcomed to its classes to the great injury of the Government school." There are no invested funds, subscriptions, or donations, and the masters divide amongst themselves the fees they collect. The management of the school has now been made over to the District Magistrate.

283. Speaking of the high school which has been sanctioned for Chittagong, the Inspector says:—"The high school will probably have a fair start, for even if the six students required do not pass the next entrance examination from the schools of the district, the number may be made up by passed candidates of previous years who have not been able to pursue their studies at Dacca or Calcutta." But he adds that the school will attract no foreigners to a district reputed unhealthy, and that it must depend entirely on the schools of Chittagong for its support. The prospect is not very encouraging, for in the past six years only 20 students have passed the entrance examination from Chittagong schools.

284. Of Noakhally school, which for years past has been an exotic in the district, utilized only by the strangers from Dacca that have been employed about the courts, Dr. Robson reports the gratifying fact that pupils belonging to the district now attend it in largely-increasing numbers; such pupils rose in the past year from 61 to 107.

285. Patna Division.—The number of higher schools is nine with 2,101 pupils, against seven with 1,802 pupils. Two middle schools have been raised to the higher class. There is a Government higher school in five districts, but none in Chumparun or Durbhunga. The middle school in the former district will probably be raised to the higher class in a year or two.

286. Out of 95 entrance candidates, 21 passed and 74 failed—a proportion much worse than the average of schools examined by the Calcutta University. The Patna collegiate school did fairly well, passing 14 candidates out of 33, but the other four zillah schools passed only six candidates out of 35. The same sort of difficulty is felt in Behar as in Rajshahye. For the higher posts, namely, the head, second, and third masterships, well-qualified Bengalees can be found in ample numbers; natives of Behar who have passed the university examinations

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can secure much more highly paid employment. The lower posts, on the other hand, are not paid well enough to attract good Bengalis, and they are given to Beharis, whose qualifications are generally inferior to those of men holding corresponding positions in other zillah schools. A Behari student who has passed any of the three University Examinations can command nearly double the price that prevails in Bengal in any kind of employment; and it is of the greatest importance to spread these qualifications as widely as possible among the students of all districts in Behar. Up to 1873 the number of Bengali students in the Patna College exceeded that of natives of Behar; from 1874, however, the proportion has been inverted, Behari students being to Bengalees in the ratio of about 4 to 3. The college first sent candidates to the F. A. and B. A. examinations in 1867; since that time 94 students have passed the former examination and 37 the latter. Considering how large a proportion of these successful candidates have been Bengalees, it becomes clear how very slight has been the effect yet produced by the Patna college in spreading University education among the districts of Behar. This could be most effectually done by spending more money in minor and vernacular scholarships, and so increasing the number of promising students reading to the Entrance standard But as that plan could hardly now be proposed, it becomes all the more important for the local officers carefully to watch the zillah schools, and by effecting such improvements as are possible in the discipline and teaching, to secure a greater number of candidates who pass the Entrance. The number of students who have passed this examination from the schools of Patna division since 1867 is 255, from Bhagulpore division 110. Half the latter generally join the Presidency College; hence the number of possible recruits for the first-year classes of Patna College since 1867 has been about 300; the number that has actually joined the college within the same period is 279.

287. Bhagulpore Division.—There is a Government higher class school in every district, two aided schools in the Sonthal Pergunnahs, and the Mission School at Monghyr; in all 70 schools with 1,090 pupils, showing an advance of 33 pupils only.

288. The Bhagulpore zillah school is very large, now numbering 483 pupils; it passed nine candidates out of 27 at the Entrance examination. The Monghyr school, about half the size of the former, is exceptionally good: it passed five candidates out of eight. The Purneah and Deoghur zillah schools have not been successful; the former district has a bad name for climate, and competent men for the lower masterships are difficult to get: on the other hand, the Government grant is small, and the number of pupils is not large enough to supplement it effectively by fees.

Of aided schools that at Moheshpore has for years enjoyed a grant of Rs. 85, and has never sent a candidate to the Entrance examination. The Inspector has asked the District Committee to enquire into the necessity of continuing the present grant.

289. Chota Nagpore Division.—The Singbhoom zillah school has been raised to the higher class: the number of schools is now four, with 550 pupils—an advance of 47. The Inspector reports,—"All the zillah schools are under excellent head masters. It was proposed during the year by Government to raise the Ranchee school to the status of a high school, but the local authorities were not in a position to fulfil the conditions required in the provision of a certain proportion of the funds and the enrolment of three native students at least. The sons of the large zemindars of the district have not as yet been drawn to the school." It has, however, shown very great improvement.

Of 16 candidates from four schools at the Entrance examination, eight passed.

290. Orissa Division.—There are three Government schools, one of which (Cuttack) has now been raised to the status of a college. There is also a private school at Cuttack that has lately opened Entrance classes. At the last Entrance examination, 37 candidates appeared from four schools, and eight passed: the Pooree school passed four boys out of five, the Cuttack collegiate school only two out of 19.

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291. SUPERIOR INSTRUCTION.—After passing the Entrance examination, a student may take admission either into a college for general instruction, that is, one affiliated to the University in Arts, or into the civil engineering college; or he may join the pleadership class of any college that has a law department attached to it. If he chooses an Arts college, a two years' course of study leads him to the first examination in Arts, after passing which he may continue his studies for a second period of two years to the examination for the B A. degree, or he may join the Medical College, or he may, after having attended the full two years' course of law lectures, present himself for the pleadership examination prescribed by the High Court. The B. A. degree usually terminates the student's general education: a few, however, continue to read for the M. A. degree, or for honors, in one or other of the subjects to which the Arts course has introduced them. The degree of B. A. is also the portal through which a student may advance to that of Bachelor of Laws two years later. The subjects of Law, Medicine, and Civil Engineering will be considered further on, under the head of "special instruction."

292. Meanwhile, it is of importance to determine approximately what proportion of the students of Bengal finish their educational career with entrance into the University. It is satisfactory to find that the number is not very great. Of the 566 students that passed that examination in December 1875, 413 joined the first year classes of Government and aided colleges for general education in January 1876, and 49 were admitted into the Engineering College in the following June. In all, therefore, 462 students, or 82 per cent. of those who

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passed the entrance examination in 1875, continued their studies in the following year in inspected colleges; to which must be added a large but unknown number of students who were admitted into private colleges that furnish no returns, thus possibly raising the proportion to 90 per cent. The first examination in Arts seldom marks the close of a student's education. The number of candidates who passed in December 1875 was 112; while 104 (some few of whom, perhaps, passed in previous years) joined the third-year classes of general colleges in 1876. The admissions into the Medical College in the following June are sufficient to account for the residue.

293. The number of Government colleges which receive matriculated students and carry them through the entire course to the B. A. degree has been increased since last year's report by the raising of Kishnagurh and Cuttack Colleges to the higher grade. Colleges of this class now number six, namely, those of Presidency, Hooghly, Dacca, Patna, Kishnagurh, and Cuttack. In the last two the fourth-year classes have not yet been opened. The Sanskrit College teaches the full course to the First Arts examination: it has also third-year and fourth-year college classes, but the students of those classes learn only Sanskrit in their own college, and go daily to the neighbouring Presidency College for instruction in the other subjects required for the B A. degree. The three other Government institutions, namely, the Berhampore College and the High Schools of Midnapore and Bauleah, teach the First Arts course only.

294. In the 10 Government Colleges above named, the strength of the classes declined from 958 in 1871 to 803 in 1874. In 1875 there was a partial recovery, due to reduced admissions into the Engineering and Medical Colleges; and the numbers advanced to 851. But for the year under report a slight decline has again to be recorded, the numbers having fallen to 838. The admissions into the Engineering College remain much the same as in the previous year, while Entrance students are not now admitted into the Medical College, and the absence of progress in Government Arts Colleges is to be explained by the fluctuations of the Presidency College as described below, and the increase in aided colleges.

295. The aided colleges have advanced from five to six, the Doveton College having received a Government grant during the year. The total number of students in these Colleges fell from 394 in 1871 to 280 in 1874; the period during which the Government Colleges also suffered most heavily. But, unlike the latter, the aided colleges have since 1874 made rapid advances in popularity. In 1875 the number of students was 362, and on 31st March 1876 it had increased to 411, of which the newly-aided Doveton College contributed 11.

296. From the statement of attendance in general colleges which is given below, it will appear that, dating from 1874, the year of greatest stagnation throughout Bengal (the causes of which have formed the subject of a special report), the mofussil colleges have gradually recovered themselves; the numbers have risen from 424 to 504, showing an increase of 19 per cent. Also in all the Calcutta colleges the number of students has advanced in the same two years in nearly the same proportion, namely, from 633 to 721, or 14 per cent. But while the aided colleges of Calcutta show a marked and rapid increase amounting to 47 per cent., the Presidency College, in this respect almost alone in Bengal, has continued to decline, and has sustained a further loss in two years of 12 per cent. of its pupils. For the college of chief importance in Bengal this is a fact of very serious moment. In the general expansion of education of the higher class which took place when the obstacles to progress had been to some extent removed, the mofussil colleges have had their fair share. The Presidency College has not had its fair share: it has gone back. Far from showing the advance in numbers that might have been expected, it has surrendered to the aided and other colleges of Calcutta its yearly increment of pupils, and its register for this year shows a further loss of 40 students. Now, if we could suppose that the Presidency College no longer offered such advantages to its students as would induce them to pay for their education at a higher rate than prevails elsewhere, very grave difficulties would be involved in this view of the situation. We are fortunately not compelled to any inference of this kind. On the contrary, the University returns of examination show, without possibility of doubt or question, that the Presidency College still attracts, as it always has attracted, the best students of Bengal, and that now, as in former days, its teaching secures for such students the most distinguished positions in the class-lists of the University. These facts will be shown in detail later on. Meanwhile, another cause can be assigned for the remarkable decrease in the admissions to the Presidency College. The number of students in each class has been for many years so large, that it has become impossible to give to individual students that attention which is needed to ensure full comprehension of the subject. The lectures, in fact, have become professorial instead of tutorial. With such subjects as history and philosophy, this is of less importance; but large numbers of the students have taken up the science course, in which it is obvious that imperfect comprehension of the earlier steps makes it impossible to attain to a clear view of the whole. Consequently, those students who find they cannot keep up with the professor's lectures, as well as those who anticipate this difficulty, have a constant inducement to join those colleges in which the classes are smaller, and where their individual difficulties can be considered and explained. The more capable students remain, and gain the same advantages as of old from their training in the Presidency College. Those of inferior ability go elsewhere, and, in consequence, largely reduce the resources of the college. The financial aspect of this question is not the least important. A reduction from 442 students in 1872 to 310 in 1876 means

a loss to Government in fee receipts amounting to Rs. 19,000 a year. Experience has shown that when a class exceeds 50 or 60 students, it cannot be taught with complete efficiency by one Professor, and should then be divided into two sections under separate instruction. It is earnestly to be hoped that this rule may be made absolute for the future, and that due provision may be made for the instruction of classes should it become necessary to divide them. It should be added that, in the year 1874-75, the staff of the Presidency College was actually reduced by one fourth-grade officer, and it will hereafter be seen that the cost of the college staff has been still further reduced in 1875-76 to the amount of Rs. 11,000.

297. The statistics of attendance and expenditure in the general colleges, Government and aided, are subjoined.

Statement of attendance in the Colleges for General Education.

COLLEGES—GENERAL.	Monthly fee.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				
		1872.	1873.	1874.	1875.	1876.
Government—	Rs.	No.	No.	No.	No.	No.
Presidency College	12	442	385	358	350	310
Sanskrit "	5	23	26	26	25	24
Hooghly "	5	142	120	93	118	129
Dacca "	5	102	124	116	130	129
Kishnagurh "	5	96	52	46	61	64
Berhampore "	5	21	24	20	25	31
Patna "	5	79 (a)	97 (b)	92	90 (c)	92 (d)
Cuttack "	8	19	14	17	20	17
Midnapore High School	5	......	12	13	12	16
Bauleah " "	3	......	......	27	25	26
Madrassah	(No student in the under-graduate classes.)					
Total	......	924	854	803	851	838
Aided—						
St. Xavier's College	5	36	31	39	45	58
Free Church "	5	107	108	74	99	100
General Assembly's College	5	89	74	80	104	118
Cathedral Mission "	5	93	74	60	75	80
Doveton "	......	......	......	......	......	11
London Mission " Bhowanipore	5	32	18	27	39	44
Total	......	357	305	280	362	411
Unaided—						
La Martiniere College, Calcutta	......	......	......	......	......	......
Metropolitan " "	......	......	......	......	......	146
Baptist Mission " Serampore	......	......	......	......	......	9
Total	......	......	......	......	......	155
GRAND TOTAL	......	1,281	1,159	1,083	1,213	1,404

(a)—Inclusive of four out-students.
(b)— Ditto seven ditto.
(c)—Inclusive of ten out-students.
(d)— Ditto fourteen ditto.

Statement of expenditure in the Colleges for General Education.

COLLEGES—GENERAL.	Number on the rolls on 31st March 1876.	Average daily attendance.	EXPENDITURE IN 1875-76.			COST PER ANNUM OF EACH STUDENT.		
			From State funds.	From fees, &c.	Total.	From State funds.	From fees, &c.	Total.
Government—			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College	319	290	45,963	48,126	94,089	158	166	324
Sanskrit "	24	23	15,325	1,032	16,357	666	45	711
Hooghly "	129	94	38,086	7,484	46,170	411½	79½	491
Dacca "	129	100	25,481	7,587	33,068	233¾	69¾	303
Kishnagurh "	64	54	13,990	3,221	17,211	259	59	318
Berhampore "	31	22	18,679	1,527	20,206	849	69	918
Patna "	(a) 92	69	37,330	4,967	42,297	541	72	613
Cuttack "	17	15	4,621	812	5,433	308	54	362
Midnapore High School	16	9	......	4,341	4,341	......	482	482
Beauleah " "	20	18	......	5,762	5,762	......	320	320
Calcutta Madrassah	......	......	......	......	......	......	......	......
Total	838	703	2,00,075	84,859	2,84,934	284¾	120½	405
Aided—								
St. Xavier's College, Calcutta	58	42	3,600	15,300	18,900	85¾	364¼	450
Free Church " "	100	83	5,520	16,920	22,440	66¼	203¾	270
General Assembly's " "	118	78	4,200	15,766	19,966	53	202	255
Cathedral Mission " "	80	73	5,520	17,900	23,420	75	245	320
Doveton " "	11	9	(b) 1,200	(c) 5,160	6,360	133	573	706
London Mission " Bhowanipore	44	39	2,755	9,266	12,021	70½	237½	308
Total	411	324	22,795	80,312	1,03,107	70½	247¾	316
Total of Government and Aided Colleges	1,249	1,027	2,22,870	1,65,171	3,88,041	217	160	377

(a)—Inclusive of 14 out-students. (b)—For eight months from 1st August 1875. (c)—For 12 months from 1st April 1876.

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The figures showing the average daily attendance are satisfactory. In Government colleges the average attendance has advanced from 78 to 84 per cent. of the number of pupils; in aided colleges, from 70 to 79 per cent. The money returns of unaided colleges have not been furnished.

298. The total expenditure upon colleges does not exhibit very wide variations from that of the preceding year. The Government expenditure upon all colleges has apparently increased from Rs. 2,17,916 in 1875 to Rs. 2,22,870 in 1876; but, owing to a mistake in the Hooghly College returns of last year, there has been no real increase. The local expenditure has also advanced from Rs. 1,56,114 to Rs. 1,65,171, that is, in a higher ratio than the former. In Government colleges the total expenditure has increased, according to the returns, from Rs. 2,80,166 to Rs. 2,84,934. Of this increase of Rs. 4,768, Rs. 3,156 were contributed by State funds, and Rs. 1,612 from local sources. Estimated by average daily attendance (a fallacious estimate, however, the true method being by average monthly register), the cost of educating each student has fallen from Rs. 420 to Rs. 405, the cost to Government being now Rs. 284¼, against Rs. 296¼ in the previous year; and the payment from fees, &c., being Rs. 120½ against Rs. 125¼ in 1875. But as the number of students has actually fallen throughout the year, while the expenditure has increased, the cost of each student borne on the rolls of the Government colleges must be held likewise to have increased. The chief variations in the cost of separate colleges may be briefly noticed. Presidency College shows a diminution in Government expenditure of Rs. 11,000, due to the appointment of officers in lower grades to officiate for officers in grades above them. The cost of Hooghly College has fictitiously increased by Rs. 5,500, the real increase being only Rs. 700. By an unaccountable error the salary of the Rev. Mr. Dey, amounting to Rs. 4,800, was omitted from the college returns of last year. In Patna College an extra sum of Rs. 4,000 has been expended in the purchase of chemical materials and the provision of a laboratory. For Dacca College an extra professor has been appointed at an additional cost of Rs. 5,000. In Kishnagurh the Principal took leave for six months, and the appointment of a then ungraded officer to officiate for him resulted in a saving of Rs. 2,000.

299. The cost of educating each student differs widely in different colleges, and is generally much higher in small than in large colleges. In the Presidency college each student costs the State yearly Rs. 158—a less sum than is credited from local sources. In Dacca the cost is Rs. 233½; while at Hooghly, with the same number of students, it rises to Rs. 411½—a rate which will be considerably reduced during the present year, owing to the appointment of a Principal in a lower grade. At Kishnagurh the average daily attendance of students has increased; and this fact, coupled with the appointment of an ungraded officer as principal for half the year, has reduced the cost, estimated in the authorized way, from Rs. 410 to Rs. 259 for each student, though this low rate will probably not be maintained. At Patna the cost rises to Rs. 541 for each student, and at the Sanskrit college to Rs. 666. The circumstances of Behar in the one case, and in the other the advantages, admitted by Government, of maintaining a central institution for the encouragement of Sanskrit learning furnish sufficient reasons for accepting these high charges. Berhampore heads the list, with the excessive rate of Rs. 849 paid by Government for the education of each student to the first arts standard, the amount paid locally being less than one-twelfth of this, or Rs. 69. It may well be doubted whether the resulting benefits are commensurate with this high charge. Had Berhampore been maintained as a full college, teaching to the B. A. standard, the expenditure, large as it is, could have been defended by the valid argument that a complete collegiate education was brought to the doors of many who had not the means or the enterprise to seek it at a distance. But, under present conditions, this defence cannot be offered. The returns show that few students terminate their education at the First Arts stage; consequently every boy who joins the Berhampore College does so in the full determination of proceeding to Kishnagurh or elsewhere after he has passed the first examination. It is doubtless felt as an advantage by the 11 boys who passed the Entrance examination last year from Berhampore that they can defer by two years the necessity of leaving their homes, but the advantage is purchased at an unreasonable cost to Government. More than this, the number of students whom the Berhampore College enables to complete their university course—and it is they who chiefly justify its existence as a college—furnish an additional argument against the heavy expenditure which it entails. In December 1875 two students passed the First Arts Examination: in the preceding year four passed. Compared with these slender results the outlay is disproportionate, and it gains little further justification from the fact of providing a partial and incomplete education for a few other students, who were too idle or too incapable to pass the examination. The example of Berhampore seems to furnish cogent reasons against multiplying colleges, especially those that teach only to the lower standard, unless the number of students is so great as to reduce the Government expenditure to very moderate dimensions. A possible and economical alternative would be to increase the number of junior scholarships for the benefit of those districts that put forward a claim to a local college.

300. Kishnagurh, no doubt, stands on a different footing. The cost is reasonable, and there is a strong local feeling, testified by the liberality of the subscriptions, in favour of a

college teaching the full course for the degree. The experiment must be judged by its results. If it turns out that a college on the moderate scale of Kishnagurh, with one or two graded officers only, can hold its own in the University competitions with colleges that are more fully equipped, its elevation to the first grade will be amply justified. The staff of the college may be relied upon to do all that is possible for its success, and it should be understood that blame cannot possibly attach to them, if, in spite of their best efforts, the results as judged by the University class lists should not seem to justify the additional expenditure.

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301. Much the same considerations apply to the college of Cuttack. The Government expenditure of Rs. 308 for each student is nearly six times as great as the local expenditure, and will increase as new teachers are appointed for the third and fourth-year classes. But the distant province of Orissa deserves special consideration, and (in this respect unlike Kishnagurh) its students would mostly be deprived of the higher education if they had to travel as far as Calcutta in search of it. Still, of the 20 students in the college less than half are Ooryas.

302. The under-graduate classes at Midnapore and Rampore Beauleah cost nothing to Government. They are maintained by the income from endowments together with the fees. The Calcutta Madrasah has had no under-graduate students during the last few years. In the aided colleges the same rule holds, namely, the smaller the number of students, the higher the cost to Government and the total cost. In the older aided colleges (missionary) the numbers of whose pupils vary from 44 to 118, the cost to Government ranges from Rs. 53 to Rs. 86, and the total cost from Rs. 225 to Rs. 450 for each pupil. In the newly-aided Doveton College, which has only 11 pupils, the cost for each is Rs. 133 to Government and Rs. 706 altogether.

303. *First Examination in Arts.*—This examination takes place two years after matriculation, the subjects of examination being English, a classical language, ancient history, mathematics, deductive logic, and either psychology or chemistry. At the examination in December 1875, 445 candidates appeared from Bengal and 112 passed: of these 14 were placed in the first division, 44 in the second, and 54 in the third. The number of candidates was greater by 28 than in the preceding year, but the number of passed candidates less by 32. Indeed, the results for Bengal, whether compared with those of previous years, or with those of other provinces in the same year, deserve very serious consideration. The proportion of successful candidates in Bengal has declined from 54 per cent. in 1873 to 34 per cent. in 1874 and to 25 per cent. in the last examination of 1875. The measure of success, however, attained by the candidates from other provinces at the same examinations shows nothing like the same decline. Of the candidates—other than those from Bengal—that were examined by the Calcutta University, 65 per cent. passed in 1873, 42 per cent. in 1874, and 54 per cent. in 1875. It would seem at first sight that Bengal was in danger of losing the commanding position which for so many years it has held in the educational field, and that the students of our colleges are placed at a disadvantage compared with former days. Since 78 per cent. of the candidates at this examination come from Bengal, and the failures in other provinces are not conspicuous, the following extract from the report of the Syndicate may be taken to have special application to this Presidency:—"The specially fatal subjects in this examination were English and mathematics; the examiners in English did not attribute the large percentage of failures to any single cause—ignorance of the subject, bad English, carelessness, absence of a scholarly style, and bad hand-writing, all played their part. Neither in English nor mathematics were the questions unusually hard, and the conclusions to be drawn from so large a proportion of failures would seem to be that the candidates in the main were so badly prepared, as to put all reasonable chance of success out of the question." Before considering these results more closely, it is necessary, in the first place, to make a distinction between Government colleges and others. In all Government institutions in Bengal the proportion of successful candidates at the late examination was 31 per cent. of the total number. This gives a much more favourable view of the situation; but still the success attained is less than that of the preceding year, and much less than that of other provinces, which have shown no such decline in the year under report. The other Bengal colleges, aided and private, passed only 20 per cent. of their candidates. In the previous year their success had been equal to that of the Government colleges, or 34 per cent.; and to this fact may be partly attributed the subsequent increase in the number of pupils attending those colleges. A fashion of this kind, once set, has a tendency to continue; and although the Presidency College at the late examination passed 37 per cent. of its candidates—a rate nearly double that attained by the other metropolitan colleges—yet, as I have pointed out above, the latter gained in the ensuing term a large accession of students at the expense of the former.

304. So far I have referred only to the number of successful candidates. But, in order to gain a true estimate of our position, it is necessary, in the second place, to consider the quality of the work done by those candidates, and the way in which they were prepared for, and acquitted themselves in, the examination. In this aspect facts of a different complexion emerge. The Government colleges maintain their superiority over all others in Bengal, and the Presidency College still brings its pupils into the highest places in the class-list. Of the 14 candidates from Bengal placed by the examiners in the first division, 12 came from

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Government colleges,* and 10 from the Presidency College. The aided and private colleges passed only two students in the first division, though they sent twice as many candidates as the Presidency College. So far as the quality of the work goes, there is no reason to suppose that the Presidency College has in any way declined. The detailed figures are given in a subsequent table.

305. The chief failures were, as usual, in the subjects of English and mathematics. In the former subject 60 per cent. of the candidates from Government colleges failed, and 71 per cent. from other colleges. In the latter 49 per cent. failed in Government colleges, and 57 per cent. in other colleges. The percentage of failure among the students from other provinces is much less than this; and it is probable that the high percentage of failure in Bengal is due to quite preventible causes, not the least important of which is the over-crowding of the Presidency College classes, as before explained. Still it is necessary to make one remark. I am not aware how far the comparative success of the colleges outside Bengal may be due to the practice of sending none but the best students for examination. In Bengal the recent custom has been to allow all *bonâ fide* students of colleges, that is to say, those who have attended the full courses of lectures, to present themselves for examination almost without reference to their chances of passing. This I believe to be the right method, as furnishing a good test of the efficiency of the teaching in different colleges. If in other parts of India students unlikely to pass are excluded from the examination, the percentage of success would naturally be greater; and Bengal would unfairly suffer in the comparison.

306. The following table shows the distribution of successful candidates:—

First Arts Examination, December 1875.

Colleges.	Candidates.	Number passed in — First division.	Second division.	Third division.	Total
Government—					
Presidency College	84	10	10	11	31
Sanskrit "	6	.	3	..	3
Hooghly "	37	1	6	4	11
Dacca "	29	1	5	3	9
Kishnagurh "	29	...	4	1	5
Berhampore "	7	...	1	1	2
Patna "	28	...	3	4	7
Cuttack "	9	..	.	4	4
Midnapore High School	5	...	...	1	1
Bauleah " "	7	...	1	1	2
Aided—					
General Assembly's College	39	1	2	2	5
Free Church "	26	...	...	4	4
Cathedral Mission "	25	...	3	4	7
St. Xavier's "	13	1	1	1	3
Doveton "	1	...	1	..	1
London Missionary Society's College, Bhowanipore	7	..	...	3	3
Unaided—					
La Martiniere College	3	...	...	...	...
Baptist Mission " Serampore	6	..	...	..	...
Metropolitan Institution	43	...	4	6	10
Ex-students and teachers	41	..	...	4	4
Total	445	14	44	54	112

Amongst the larger Government colleges, the Presidency college stands first, passing 37 per cent. of its candidates, who gained very high places in the class-list. Dacca and Hooghly colleges occupy the next place, with 31 and 30 per cent. respectively of successful candidates. Patna stands some way behind, passing seven candidates out of 28, or 25 per cent. Kishnagurh is last in order of merit passing five students out of 29, or 17 per cent. The five smaller colleges passed 35 per cent. altogether; among them the Sanskrit College passed half, and Cuttack college nearly half, their candidates.

307. The following table shows the religions professed by the candidates, and the divisions in which those who passed were placed:—

First Examination in Arts, December 1875.

	Candidates.	Number passed in — First division.	Second division.	Third division.	Total.
Hindus	389	13	35	48	96
Muhammadans	13	..	3	1	4
Christians	10	...	3	2	5
Others	32	1	3	3	7
Sikh	1	...	...	..	...
Total	445	14	44	54	112

308. The few Mahomedans who presented themselves for examination succeeded fairly well, 30 per cent. of this number passing, the general average for Bengal being 25 per cent. The proportion for Christians is high, namely, 50 per cent.—a rate which was even exceeded in the previous year; these candidates have generally a great advantage in speaking English as their mother-tongue. Those described as "others," namely Brahmists, Theists, &c., passed only seven candidates out of 32: in the precedin year 17 candidates out of 36 a rate which, had it not been now corrected, might ave led to the belief that students professing these creeds exhibited some intellectual superiority over the general body of Hindus. SUPERIOR INSTRUCTION.

309. Upon the result of the First Arts examination, 49 senior scholarships were awarded: these are tenable for two years, either in the third and fourth year classes of general colleges, or in the first and second year classes of the Medical or Engineering Colleges. The following table shows the details of the award:—

Senior Scholarships, January 1876.

COLLEGES.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month
Government—		
Presidency College	7	9
Sanskrit "	..	2
Hooghly "	1	6
Dacca "	...	6
Patna "	..	5
Kishnagurh "	..	1
Berhampore "	...	1
Cuttack "	...	2
Bauleah High School	...	1
Aided—		
General Assembly's College, Calcutta	1	1
St. Xavier's "	1	...
Cathedral Mission "	...	2
Doveton "	...	1
Unaided—		
Metropolitan Institution	.	2
Total ...	10	39

310. Twenty-two of the scholars elected to hold their scholarships in the Presidency College, seven in the Hooghly College, six in the Dacca College, five in the Patna College, two in the Cuttack College, one in the Kishnagurh College, two in the General Assembly's College, two in the Cathedral Mission College, one in the St. Xavier's College, and one in the Doveton College. Compared with the distribution of the previous year, it appears, *firstly*, that scholarships are being more generally held in the mofussil colleges; *secondly*, that the number of those held in the Presidency College has diminished; and, *thirdly*, that all the aided colleges of Calcutta are coming into favour with scholarship-holders for the purpose of reading to the B. A. degree: in the previous year only one of the missionary colleges was so selected.

Eleven of the scholars elected the A. or literature course for the B A. degree, and 38 the B. or science course. The number of students who choose the latter is increasing year by year, and it is the only course taught in the large colleges of Hooghly, Dacca, and Patna.

311. *B. A. Examination.*—The examination of January 1876 was the second under the new system, in which candidates have the option of being examined in the A. (literature) or B. (science) course. The number of candidates from Bengal was 229, of whom 106 took up the former course, and 123 the latter. In the previous year there had been 183 Bengal candidates, 110 under A. and 73 under B. The number of candidates taking up the science course has, therefore, very considerably increased.

312. Of the 106 candidates who took up the A. course, 28 (or 26 per cent.) were successful, three being placed in the first division, 15 in the second, and 10 in the third. Sanskrit was chosen by 103 candidates for their second language; and of the optional subjects, philosophy and history were chosen by 94, only eight selecting the advanced course of pure mathematics. The reluctance of the students to take up this advanced course is a significant fact, which is nevertheless to be regretted. There is no reason to suppose that the standard is higher in that than in any other of the optional subjects: but it appears clear that the ordinary student, when left to himself, prefers the task of studying a new subject, with which he can get only an imperfect acquaintance, to the opportunity of making sound and solid progress in a subject the elements of which he has already mastered.

313. Of the 123 candidates for the B. course, 26 (or 21 per cent.) were successful, 12 passing in the first division, 10 in the second, and four in the third. Of all these candidates, 81 selected physics as their optional subject in addition to inorganic chemistry and physical geography; 39 chose botany, and three zoology.

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314. From the figures given above, it appears that the B. course was more fatal to candidates than the A. course. This result is the more noticeable from the fact, clearly proved by the numbers passing in the several divisions in either course, that the B. course was taken up by the best students. In follows, therefore, that while the science course under the present University standard allows good students full opportunity of distinguishing themselves, yet that students of moderate or inferior capacity have less chance of passing in this than in the A. course. With 12 B. candidates in the first division and 10 in the second, the sudden drop to four in the third division shows how rigorous was the test applied to students of that calibre. The explanation appears to be that the number of "dangerous" subjects in the B. course is much greater than in the A. Taking the figures of the last examination (in this respect much like those of previous years), of the A. course candidates 50 per cent. failed in English, and 65 per cent. in mathematics; while in the other subjects, namely, second language, history, and philosophy, the percentage of failures was no more than 9, 20, and 24 respectively. In the B. course, while the percentage of failures in English and mathematics was 54 and 53, physical science claimed 44 per cent., chemistry 48 per cent., and physical geography 52 per cent.—clearly showing how formidable the new subjects are. In mathematics, a subject common to both courses, of the B. candidates 47 per cent. passed, of the A. candidates only 35 per cent.—figures which show the superiority of the former as a body. In English, indeed, the number of failures is somewhat higher among the B. candidates than among the others, which again can be separately explained. In the B. course there is very little English reading; in the A. course, on the other hand, the subjects of history and philosophy are exercises largely in English, giving candidates a store of words and phrases by which they gain fluency in expression and mastery over the language. The average mark gained by the two sets of candidates was 32 in the A. course and 31 in the B. course. That the difference was no greater than this, and that the average English mark gained by *successful* candidates was considerably higher in the B. course than in the A., enforces the conclusion previously drawn that the B. candidates were the more capable set of men. That they nevertheless failed to a greater extent than the others indicates that the B. course is harder to pass than the A. course—an objection which, it is hoped, will disappear in course of time. Meanwhile, it is important to take notice of the estimate formed of the general body of the science candidates by one of their examiners, in a memorandum which the University has published. "Ten or 12 of the best papers," Mr. Blanford remarks, "afford evidence of an intelligent knowledge of the subjects of examination. But with these few exceptions there is little evidence that the subjects of the B. course have served any higher purpose than to tax the memory of the students. It would seem that the majority of the students prefer to undergo an amount of mental drudgery in committing to memory the very phrases of the text-book, which, to judge by any standard familiar to me, must be a far greater tax on the mind than to acquire an intelligent consistent knowledge of the facts and their bearings. I fear it must be admitted that, except in the case of a few of the best students, it (*i.e.*, education in physical science) has hitherto failed of its purpose." Since Bengal supplied 123 out of the 131 candidates for the B. course, these remarks have special interest for us. The tendency "to substitute learning by rote for a rational knowledge of the subject-matter" has unfortunately been partly necessitated by the absence of due provision for practical instruction in the subject-matter of the books; but now that a laboratory and chemical apparatus have been supplied to all the chief colleges in Bengal, it may confidently be expected that the grounds for this reproach will be removed.

315. Taking the A. and B. courses together, the number of candidates from Bengal was largely in excess of that of the previous year (229 against 183), but the percentage of success was only 23½ against 46 in 1875. That the examination was more searching may be admitted as one cause of the comparative failure of candidates: but another may be found in the fact that the general intellectual level of the candidates for this examination was low. The University examiners of 1873 seem to have been remarkably lenient in their estimate of the candidates of that year: in the First Arts examination they passed 56 per cent. and in the degree examination 52 per cent. of the candidates; the average up to that time having been under 40 per cent. in each case. The successful First Arts candidates of 1873 came up for the B. A. examination in January 1876. As might have been predicted, the average capacity of the candidates (with the exception of the best men) being lower than usual, large numbers of those who passed the earlier and easier examination, failed at the latter and more difficult. Taking these considerations into account, the unusual percentage of failure loses much of its significance: it merely means that the complete detection of unqualified candidates was postponed to a later stage than usual.

316. On the whole examination, the Government colleges of Bengal passed 25 per cent. of their candidates, the aided colleges 20 per cent., and those of other parts of India 24 per cent. Among the Calcutta colleges, the superiority of the students of the Presidency College is conspicuous. Of 102 candidates sent therefrom 27 passed, 11 in the first division (including the first five in order of merit), nine in the second, and seven in the third. From the aided colleges 54 candidates appeared and eleven passed; six in the second division and five in the thir

The first division was composed of 11 students and one ex-student from the Presidency college, three from Hooghly college, and three from the North-Western Provinces.

317. The following table shows the colleges from which the candidates came up, and the divisions in which the successful men were placed:—

B. A Examination, 1876.

Colleges	Candidates	Number passed in First division	Second division	Third division	Total
Government—					
Presidency College	102	11	9	7	27
Hooghly "	14	3	2	...	5
Dacca "	15		2	...	2
Patna " ...	13		2		2
Aided—					
Free Church College	17		5		5
General Assembly's	17			1	1
Cathedral Mission College	15		1	4	5
St. Xavier's "	4				
Doveton "	1				...
Ex-students and teachers	31	1	4	2	7
Total	229	15	25	14	54

318 The religions professed by the candidates are shown below.—

B A Examination, January 1876.

	Number of candidates	Number passed in First division	Second division	Third division	Total
Hindus	195	13	19	12	43
Muhammadans ..	10				
Christians	5		1		1
Others	19	2	5	2	9
Total	229	15	25	14	54

319. It is to be regretted that none of the ten Muhammadan candidates of this year, and none of the four of last year, succeeded in passing the examination Of the 137 candidates who actually appeared from Government colleges, 74 failed in English and 79 in mathematics—these are subjects common to both courses In the A course, of 47 candidates seven failed in the second language, seven in history, and 14 in philosophy Of 90 candidates for the B. course, 42 failed in chemistry, 49 in physical geography, and 41 in one or other of the optional scientific subjects

320. The Eshan University scholarship of Rs 45 a month for the Hindu candidate who stands highest in the list of graduates was awarded to Bipin Bihari Gupta of the Presidency College, who took up the B course.

321. *M. A. Examination.*—Of the 25 candidates for honour in arts, 23 were from Bengal, and of these 16 passed Nine took up English, and six passed, four from Presidency College and two from Patna College. The Sanskrit College sent three candidates for honors in Sanskrit, and all passed. Of two candidates for the history examination, one passed from Dacca college. In mathematics three candidates appeared and two were successful, both Presidency College students. In physical science, of six candidates four passed, three from Presidency College, and one from the Free Church Institution. No candidate gained a first class; eleven were placed in the second, and five in the third. Of the 16 successful candidates, nine were Presidency College students.

For the ordinary M A. degree nine candidates appeared from Bengal, and four passed. Presidency College supplied two, Dacca College one, and the Free Church Institution one.

322. The number of candidates for these distinctions has in the last two years been decreasing, the standard for a third class in honours and for the M. A degree having been sensibly raised. To pass this standard, a candidate must now gain 30 per cent. of the marks in each paper, and 40 per cent on the aggregate. In mathematics, however, the former standard has been retained, namely, 25 per cent in each paper, and 33 per cent. on the whole. But fewer candidates than formerly have now taken up mathematics; while the popularity of physical science is now only second to English as a subject of examination.

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323. The distribution lists are given below:—

M. A. EXAMINATION, JANUARY 1876.

Honors in Arts.

Colleges.	Number of candidates.	Number passed in First class.	Second class.	Third class.	Total.
Government—					
Presidency College	13	...	7	2	9
Sanskrit "	3	...	2	1	3
Dacca "	2	...	..	1	1
Patna "	2	...	2	...	2
Aided—					
Free Church College	2	...	...	1	1
Total	23	...	11	5	16

Ordinary Degree.

Colleges.	Number of candidates.	Number passed.
Government—		
Presidency College	4	2
Hooghly "	1	...
Dacca "	1	1
Patna "	1	...
Aided—		
Free Church College	2	1
Teacher "	1	1
Total	10	5

324. For the two vacant Premchand Roychand studentships four candidates presented themselves; but the examiners were of opinion that Umos Chandra Batabyal, of the Presidency College, was the only candidate that had shown sufficient proficiency to justify them in awarding so valuable a prize. To him, therefore, one of the studentships was awarded, tenable for four years.

325. *Additional Colleges.*—In a minute dated the 30th August 1875, the Lieutenant-Governor recorded his views on the subject of the extension of college education. His Honor was of opinion that, much as high education might have established itself in Bengal, it had not spread itself nearly enough. Superior as this high education might be to anything which existed in former times, it was yet far from being high enough, and ought, if possible, to be rendered higher still. However great the progress already made, much further progress both as regards quality and quantity ought to be ensured.

326. The Lieutenant-Governor accordingly proposed to restore the B. A. classes of the Kishnagurh college, if the people subscribed a certain sum of money to meet a portion of the additional expense. Hope was also expressed that the friends of the Berhampore college would likewise come forward in a liberal manner to assist in the restoration of the B. A. classes. It was also deemed desirable to have for Behar a college at Bhaugulpore, in addition to that at Patna. Another project which demanded the attention of His Honor was the proposal made for the conversion of the Cuttack high school into a college teaching up to the B. A. degree.

327. The other proposals for establishing colleges and high schools were the following:—

(1)—Conversion of the Bauleah high school into a college. For this purpose Rs. 13,000 additional would be required in two years, and the Lieutenant-Governor would be prepared to sanction the proposal if the people provided one-third of the cost, *i.e.*, Rs. 4,500 from fees and subscriptions, and if at least eight students were produced for the third-year class If the people wanted European professors, any additional contributions they would make would be welcome, but the Government contribution would be limited to Rs. 8,500 for the first two years.

(2)—Conversion of the Rungpore zillah school into a high school teaching up to First Arts. His Honor estimated the increased cost for two years at Rs. 7,500, of which at least Rs. 2,500 should be provided from fees and subscriptions.

(3)—Conversion of the Ranchi zillah school into a high school on the same terms as Rungpore, provided at least six students were forthcoming.

(4)—Conversion of the Chittagong zillah school into a high school on the same terms as Ranchi.

328. In a resolution, No. 3204, dated the 15th November 1875, the sanction of Government was given to the appointment of two additional lecturers to the Kishnagurh College, on a salary of Rs. 150 rising to Rs. 250, by annual increments of Rs. 10, and it was hoped that the increased establishment would meet the wants of the new classes. The local community of Kishnagurh have subscribed Rs. 40,000 in aid of the scheme, and the proceeds of the endowment will go in part payment of the additional sum required for the full college.

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329. The following additional establishment for the Cuttack College received the sanction of the Government of India on the 23rd February 1876, and from that day the high school at Cuttack has provisionally been converted into a college:—

	Rs.	Rs.
Principal	350 to	450
Professor	300	
Lecturer	200	
Laboratory and contingencies	100	
Total ..	950 to	1,050

The grant is made for three years on the understanding that it will not be renewed unless local contributions to the extent of Rs. 500 a month are permanently secured, either from further subscriptions or from fees. There is also a further condition that the local community must subscribe at least Rs. 500 a month during the currency of the present grant.

330. It was not deemed advisable to authorize the re-establishment of 3rd and 4th-year classes at the Berhampore College, although Rai Luchmiput Singh Bahadoor came forward with a munificent grant of Rs. 40,000 in aid of the projected college. It was believed that Berhampore would never attract a sufficient number of scholars to make the college a successful institution. The proposal for converting the Bauleah high school into a regular college is still the subject of correspondence between this office and the local authorities.

331. The Commissioner of Chota Nagpore considers any attempt to establish a high school for his province premature, as the people are too backward to appreciate the institutions already established for their benefit.

332. In a resolution, No. 1514, dated the 26th May 1876, the Lieutenant-Governor noticed with satisfaction the grant of a handsome donation by Baboo Golok Chandra Chowdhry, of Chittagong, for educational and sanitary purposes. Out of the sum given, Rs. 2,500 was to be set apart for two years' local contribution towards the expenses of the high school. The conversion of the present zillah school into a high school is now being effected. The question of raising the Rungpore zillah school to the status of a high school is now before Government, the local authorities having secured the necessary funds. It is expected that the F. A. classes at Chittagong and Rungpore, and possibly the B. A. classes at Bauleah, may be opened early in 1877.

COLLEGE REPORTS.—The following accounts of the progress of higher education in the colleges and schools affiliated in Arts to the University are taken from the annual reports by the heads of those institutions.

333. *Presidency College.*—Mr. Sutcliffe writes thus—"In last year's report I had to deplore the loss the college had sustained by the death of one of the most distinguished members of the staff. This year I have to report the loss of three of our professors by death—two of them, Mr. Scott and Mr. Willson, in the prime of life, while the third, Baboo Peary Churn Sircar, after a long and honourable career in the various grades of the department extending over more than 30 years, was looking forward to an early retirement on a well-earned pension. Under present circumstances, when there is a demand for skilled scientific instruction, Mr. Willson's loss is greatly to be regretted. He was distinguished at Trinity College, Dublin, for his attainments in mathematics and experimental science, and rendered valuable services in this country as a professor of these subjects, and as Meteorological Reporter to the Government of Bengal. Like many of the best professors in the Government colleges, he was for some time employed in a missionary institution, and his career as a teacher extended over nine years."

334. "*General Department.*—The number of students on the rolls of this department on the 31st March during the last four years is given below:—

	1873.		1874.		1875.		1876.	
	Regular students.	Out students.	Regular students.	Out students.	Regular students.	Out students.	Regular students.	Out students.
Honor class	16	......	17	1	17	.. ...	13	....
4th-year class	60	......	66	....	91	7	61	5
3rd " "	68	......	84	9	46	5	38	6
2nd " "	155	......	117	4	94	9	128	34
1st " "	86	......	69	......	102	......	70	......
Total ...	385	......	353	14	350	21	310	45

335. "There is a decrease of 40 in the number of regular students, and an increase of 24 in the number of out students, that is, of students of other colleges who have availed themselves of the privilege of attending our lectures on chemistry and physical science on the

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terms laid down by the late Lieutenant-Governor. The decrease in the number on the rolls of the fourth-year class is explained by the small third-year class of the previous session; and it will be observed that there is again during the current session a very small third-year class, owing to the decrease in the number of candidates who passed the first examination in Arts in December last. The large attendance in the second-year class is due to the re-admission of candidates who failed at the last examination, and the falling off in the admissions to the first-year class is, I believe, mainly due to the facilities for studying offered at other colleges on lower terms than at this College.

336. "Of the 128 students composing the second-year class, 110 have elected to take up chemistry and 18 psychology at the next F. A. examination. Amongst the students who have chosen psychology, there are none holding junior scholarships.

337. "Of the 38 students composing the third-year class, 29 have taken the B. or science course, and nine the A or literature course, the number of senior scholars in these sections being respectively 18 and three. Of the optional subjects in history, mathematics, and philosophy, which candidates in the A. course can take up, I find that all the nine students have chosen history and philosophy.

338. "Of the 61 students composing the fourth-year class, 34, including 16 senior scholars, have taken the B. course, while 27, including 11 senior scholars, have chosen the A. course. Of the optional subjects in the A. course, it appears that two students have taken up history and mathematics, 20 history and philosophy, and five philosophy and mathematics.

339. "Out of a total of 227 students who have had the option of taking up psychology, &c., or science, 173 have taken the latter and 54 the former.

340. "Classifying the students according to the social position of their parents or guardians, we have the following results:—

"Belonging to the upper classes of society	32
Ditto middle ditto	278
Total ...	310

"Classified according to religion there were 294 Hindus, 15 Muhammadans, and one Christian on the rolls on 31st March.

341. "The receipt for the year from fees were Rs. 48,126, which is slightly below the amount realized in the previous year, viz., Rs. 49,234. The gross expenditure on the general department was Rs. 94,089, against Rs. 1,06,297 in the previous year. The cost of the department to the State was, therefore, Rs. 45,963, against Rs. 57,063 in the previous year. The reduction of Rs. 11,100 in the cost of the college to Government, as compared with that of the previous year, was due to the appointment of officers in lower grades to officiate in posts held by officers of higher grades, which became temporarily or permanently vacant during the year. The annual cost of each student to Government has decreased from Rs. 190 in 1874-75 to Rs. 156 in the year under report.

342. "The college sent up 84 candidates to the first examination in arts, of whom 31 were successful, so that the percentage of passed candidates was 37, against 25 for the whole of Bengal. The failure of candidates at this examination was therefore less marked at this college than at some others, and indeed the result was slightly better than that of the preceding year. It would, of course, be an easy matter to double the percentage of passed candidates by rigidly excluding all students from the examination whose success was thought to be doubtful. I do not, however, think that it is desirable so to restrict the competition at the University examinations. I think rather that it is desirable to send up all students who have been regular in their attendance and fairly diligent in their studies, if they wish to appear. One main cause of the large percentage of failures at the last examination was the size of the class, which numbered 90 students. So large a class precludes professors from giving that individual attention to students which is necessary at this stage of their career.

343. "During the current session the F. A. class has been divided into two sections, each containing about 60 students, and I expect the result of the next examination will be of a more favourable character. Of the 53 candidates who failed at the last examination, it appears that 46 were rejected in English, 19 in the second language, 12 in history, 37 in mathematics, 15 in logic, 16 in chemistry, and four in psychology. Upon the result of this examination seven senior scholarships of the first grade and nine of the second were awarded to the successful candidates from this college. The Gwalior Gold Medal was awarded to Ashutosh Gupta.

344. "The college sent up 102 candidates to the B. A. examination, of whom only 27 passed. Eleven, however, of the successful men were placed in the first class and nine in the second. Seven candidates, whose names had been registered, were unable to appear at the examination; so that the number of rejected candidates was 68. After making due allowance for the fact that 26 of the candidates had been rejected in previous years, there remains an unusually large number of failures to account for. The specially fatal subjects were English

and mathematics, the failures in which numbered 48 and 53 respectively; in the second language six failed, in history six, and in philosophy 11; in chemistry there were 23 failures, in physical geography 27, and in physical science 27. As 58 candidates took up the B. course, it would appear that nearly one-half failed in all the purely science subjects, and this shows that it is very difficult for a student to pass in the B. course by a mere process of unintelligent cramming. Out of the 58 B. candidates, I find that forty-two failed, and that 30 failed in each of the subjects, English and mathematics. English and mathematics are common subjects to the candidates in both courses, and the large number of failures in these subjects is partly explained by the unusual size of the class, which contained during the chief part of the session 100 students. A class of this size can only be taught by lectures and by the constant use of the black-board. That personal help, which is so desirable and, indeed, indispensable in all classes, it is impossible to give, and hence, if a large class is composed of only indifferent materials, the difficulties in the way of efficient teaching are very considerable.

345. "The Eshan and Vizianagram university scholarships were awarded to Bepin Behari Gupta, a graduate of this college in the B. course, and the following graduates were elected foundation scholars, the subjects they have taken up for honors being mentioned opposite their names:—

	Names.	Subjects.
1.	Surendra Nath Das	Mathematics.
2.	Dwija Das Dutt	Physical Science.
3.	Durga Das Bose	Mathematics.
4.	Annoda Prosad Bose	Ditto.
5.	Devendra Nath Bose	English.
6.	Purna Chunder Dutt	Physical Science.
7.	Upendra Nath Bagchi	Ditto.

"The Laha scholarship in Physical Science was awarded to Pores Nath Chatterjee of this college.

346. "The honor classes of the current session contained on 31st March 13 graduates, three of whom are studying English, five mathematics, and five physical science.

"For honors in arts, 13 candidates went up from the college, of whom nine were successful. The class attained, and the subjects taken up, are given in the following table:—

Names.	Classes in which passed.	Subjects.
Abinash Chunder Ghose	II.	English.
Roghu Nath Das	II.	Ditto.
Hurish Chunder Kur	II.	Ditto.
Tinkouri Banerjee	III.	Ditto
Nundo Kishna Bose	II.	Mathematics.
Nil Kanto Sircar	II.	Ditto.
Satis Chunder Roy	II.	Physical Science.
Hurry Das Chatterjee	II.	Ditto.
Abhoy Charan Mitra	III.	Ditto.

"Four candidates appeared at the M. A. examination, two taking up English and two mathematics, both the former passed and both the latter failed."

347. *Hooghly College.*—Within a few days of the close of the year Mr. R. Thwaytes succumbed to an illness while making preparations for taking leave to England. For very many years Mr. Thwaytes had conducted the Hooghly College with energy and success, and had earned the respect and affection of many generations of students by the fatherly interest which he took in their welfare. His loss was severely and widely felt, and at a meeting, largely attended by his former pupils, it was resolved to raise subscriptions towards a memorial of his connection with the college. Mr. Griffiths succeeded as officiating principal. The graded professors of the college are Dr. Watt, Mr. Rowe, and the Rev. Lal Behari Dey.

348. The following statement shows the number of students in each class of the college on the 31st March for the last three years:—

	1874.	1875.	1876.
4th-year class	11	12	12
3rd " "	12	9	8
2nd " "	38	40	63
1st " "	32	52	46
	93	113	129

These figures show a very satisfactory increase in the strength of the college, but this increase is entirely confined to the first and second years. Of the 40 students in the second-year class of 1875, 11 passed the First Arts examination, and only eight joined the third-year class in 1876. Only the B. course is read for the B. A. degree.

Of the students 108 are Hindus, 18 Muhammadans, and three Christians.

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349. Of the 37 candidates who were allowed to compete for the First Arts examination, 11 passed. The number of those who failed was 26, of whom 20 failed in English and 18 in mathematics. Senior scholarships of the first and second grade were awarded to seven of the successful students, and an eighth gained a Mohsin scholarship of Rs. 16.

From the fourth year class 14 students went up for the B. A. examination and 5 passed, three in the first and two in the second division. English, mathematics, and physical geography were the subjects of greatest failure.

350. The Hindu Hostel did not prove successful: only 10 boarders occupied it throughout the year. The Principal, however, now reports that the Hostel has grown much more popular, as many as 40 students having taken admission into it. The Muhammadan Hostel, for the benefit of students of the Madrasah and others, was much better attended. The number at the close of the year was 83, of whom 25 lodged free of charge. The free boarderships were given by careful selection to those Muhammadan students who were both diligent and poor.

351 The gymnastic class has been attended by 60 pupils—16 from the college and 44 from the school. A sum of Rs. 110 was sanctioned for repairs.

352. The new chemical laboratory, with all necessary fittings, has been completed, and the Principal took over charge on the last day of the official year. Dr. Watt expresses the confident belief that, "with the facilities afforded both for teaching and for studying, we shall be able to do our work much more satisfactorily than hitherto." In the following statement I entirely concur: "It is a great pity that this new impetus should be so very much impaired by the meagreness of our chemical contingent allowance, and the imperfect state of our apparatus." Some instruments were received from England during the year (including the Cavendish endiometer, gas-bags, and cryophorus), but much below the requirements of the college.

353. Of the Botanic Garden, Dr. Watt writes:—"This garden was opened about the beginning of June 1875. Owing to the whole of the ground being full of foundations of old houses, &c., it was considered necessary to trench it to a depth of two feet throughout. This has been accomplished after much labour, and the rubbish obtained has been utilized in forming paths, &c.

"Parallel beds for cultivating systematically plants of interest have been laid out in the greater part of the garden, and by the beginning of the rains the whole will be fully under cultivation.

"Through the kindness of Dr. King a number of valuable and interesting plants were received from the Botanical Garden, Howrah.

"The drains and tanks, sanctioned by Government, have been completed after a very great delay, which considerably injured the progress of the garden. These drains leak at a few places, but as this has been made known to the Executive Engineer, it is hoped this will soon be remedied."

354. *Dacca College.*—Mr. Garrett was succeeded as principal in the course of the year by Mr. Ewbank, and on Mr. Willson's transfer to Patna, the staff of the college was raised to its full strength by the appointment of Mr. Webb and Mr. Archibald. Baboo Preonath Basu, the efficient chemistry lecturer, gave over charge of these duties to Mr. Ewbank, and confined himself to the subject of botany. The chief defect now felt is the want of an assistant to the chemistry lecturer to prepare materials for the lectures, and to assist generally in the mechanical work thereto attached.

355. Mr. Ewbank writes—"The number of students on the register at the end of the last financial year was 129, distributed as follows:—

4th-year students	9
3rd " "	11
2nd " "	56
1st " "	53

356. "The result of the University examinations was as follows:—For the Honor examinations there went up one student in history, one student in mathematics, one in English literature, and one in philosophy: of these the student in history passed in the third division, and the student in philosophy obtained his M. A. degree. The student who took up M. A. mathematics had only studied for seven months, and had therefore no reasonable expectation of passing.

"For the B. A. examination in the A. course five students appeared, and all were plucked. In the B. course ten appeared and two passed in the second division.

"In the F. A. examination 29 went up, and one passed in the 1st division, five in the 2nd division, and three in the 3rd division.

"These results are not satisfactory, but are somewhat better than appeared probable when the charge of the college was made over in June last to the present Principal.

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357. "The college possesses two prizes—the Lewis prize for the best English essay, and the Donnelly prize in history. Dr. D. B. Smith offered in May last a prize of Rs. 100 for the best essay on "Dacca, past and present." This prize may be competed for by any present or past student of the college. None of these three prizes have yet been awarded for the year under review.

358. "At the recommendation of the present Principal, the Government have decided to introduce physical science into the college curriculum, the present Principal offering to take sole charge of the physical science lectures, in order to facilitate the introduction of these subjects, which are so attractive to students. The Government, however, decided that the physical science lectures should be in addition to, and not in substitution for, those on botany."

359. It is satisfactory to notice that Dacca College keeps up its old reputation for athletic sports. There is, perhaps, hardly another station in India where a sixteen of the College plays the station eleven every cold weather, and succeeds in scoring a victory for half the matches played.

360. The gymnastic classes were on the 31st March attended by 52 students from the college and collegiate school, and 30 from various other schools that have no gymnastic apparatus of their own. The annual athletic sports were held on 22nd March 1876. There were 20 events and 27 prize-winners; the Commissioner, the Magistrate, and the chief residents acted as stewards. There is a boat club which is specially under the care of Mr. E. D. Archibald. The college and school students have played two matches with the station: one of these was gained by the college, the numbers of players on the two sides being, of course, not equal. A cricket-ground for the college and school students is very desirable, and a proposal to obtain for them a piece of land near to the college has been submitted.

361. Of the library and building the Principal writes:—"The library is very deficient in works on science, law, and literature. The room now set apart for the library is, like most of the other rooms, very unfit for the purpose to which it is applied.

"As regards the present college building, no words which could here be used would be too strong to express its utter unfitness for the purpose of a college. Proposals for a new college building have been submitted to the Government, and there is nothing more to be added in this place than that the Government have recognized the justice of the claim which the college possesses to the waste land lying north of it. On this land the new college building will be erected.

"As regards the funds required, detailed proposals have been submitted to the Director. It appears that the consideration of these proposals is delayed owing to certain financial difficulties peculiar to the present year."

362. *Patna College.*—Besides the Principal, Mr. McCrindle, the graded officers on the staff of this college at the close of the year were Mr. J. Willson (in succession to Mr. Ewbank) and Mr. Rogers. The number on the rolls at the close of the year was 92, against 93 in the year preceding, and 92, 97, and 79 in the three previous years. The number was thus distributed:—

1st-year class	31
2nd " "	45 (including 12 ex-students.)
3rd " "	4
4th " "	12 (ditto two ditto.)

The low state of the third-year class is explained by the heavy failure of the students of this college in the First Arts examination of December 1875.

363. An examination of the rolls of the college shows how far it serves to promote the higher education of the people of Behar, and how far that of immigrants into the province. Of 92 students, 51 are Beharis, 39 Bengalis, and two Eurasians. That the number of Behari students is so small is matter for regret; the cause is to be found in the fact that, for many years past, the zillah schools of Behar have met with very little success at the entrance examination. As was noticed under the head of "secondary instruction," all the higher schools of the Patna division, with the exception of the Patna collegiate school, passed only six candidates at the last examination. It follows, therefore, that, in order to improve the status and increase the usefulness of the Patna college, the best energies of the Circle Inspector and of the District Committees should be devoted to promoting the efficiency of the zillah schools.

364. An analysis of the first-year class shows that Chota Nagpore, as well as Behar, looks to the Patna college for higher education. Of the 31 students in that class, 10 came from the collegiate school, five from the zillah schools of the Patna division, seven from Monghyr and Bhagulpore, seven from Ranchi and Bankoora, and two from Burdwan.

365. The Principal, Mr. McCrindle, describes the present first and second-year classes as being composed of only unpromising material. The character of a class is largely determined by the ability of the stipend-holders, and in the Patna college many of these passed the entrance examination in the third grade. So far from there being any keen competition in Behar as in Bengal for the junior scholarships, it frequently happens that the number of passed

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candidates is not large enough to take up all that are allotted to the different districts of the province, consequently every boy who passes the examination in whatever grade is practically sure of his scholarship. The third year class is good, but contains only four students.

366. The results of the University examinations were most unsatisfactory. Of 28 candidates at First Arts only seven passed, and none in the first division: 18 failed in English, 17 in mathematics, and as many as 12 in the second language. Of 11 candidates who appeared at the examination for the B. A. degree, only two passed; of those who failed, eight failed in English, eight in mathematics, seven in chemistry, seven in physical geography, and five in botany. The severity of the science test for candidates of moderate ability is manifest.

367. "The credit of the College," remarks the Principal, "was in some measure redeemed by the success of two of its graduates—Devandra Nath Rai and Gobind Charan Mittra—at the Honor examination in English literature, which they passed with distinction, the former heading the list of successful candidates in that subject, and the latter gaining the third place. It may be noted that Gobind Charan is the first Behari from this college who has taken the M. A. degree."

368. Mr. McCrindle compares the failure of the Patna College candidates at the last First Arts and B. A. examinations with their success in previous years. In the eight years from 1867 to 1874, of 174 candidates for the former examination, 87, or one half passed; at the examination of 1875, seven passed out of 28, or one-quarter. In the eight years, from 1868 to 1875, of 65 candidates for the B. A. examination, 35 passed, or more than one half; at the examination of January 1876, two passed out of 11, or less than one-fifth. The Principal attributes this result entirely to the character of the B. course, into which very little English reading enters. As before explained, some weight, though not much, may be given to this peculiarity of the course, but the general inferiority of the students of the year is a sufficient explanation of the failure

369. The hostel attached to the College has met with but limited success. At the close of the year it contained 38 inmates, of whom all but four were Bengalis. Behari students show a strange reluctance to join the hostel, either because Muhammadans are admitted, or by reason of the preponderance of Bengalis. Whatever be the cause, the fact is deplored by the Principal. "The hostel," he remarks, "affords many advantages to students; it is near the college, standing in a large compound, and affords good and ample accommodation, while the charge for quarters is very moderate." Until lately it has been under the management of the Sanskrit Professor, a native of Benares; it has now been put under the charge of the Bengali librarian—a change which is not likely to attract more natives of Behar to the hostel. The total income of the hostel, including Rs. 342-3-9, the balance of the Government grant of Rs. 500, amounted to Rs. 1,503-13-4; the expenditure was Rs. 1,545-11-2, so that there was a slight deficit.

370. *Kishnagurh College.*—In May 1875, Mr. Lethbridge was compelled to take six months' leave to Europe, and during that period Baboo Umes Chandra Dutt officiated for him. The Principal expresses his great satisfaction with the manner in which Baboo Umes Chandra Dutt discharged his duties. In January 1876 Mr. Lobb died, and Mr. Lethbridge was confirmed in the appointment of Principal.

371. Touching the elevation of Kishnagurh College to the higher grade, the Principal writes:—"The sum of Rs. 40,000 having been subscribed by the wealthy and enlightened gentlemen of this and neighbouring districts for the restoration of the B. A. classes to this College, His Honor the Lieutenant-Governor was pleased (in a letter No. 3204 dated 15th November 1875) to sanction the restoration of the classes and the appointment of two Lecturers. On the opening of a third-year College class, Baboo Baradaprasad Ghosh, M.A. (first class in Physical Science Honors and the Bengali translator of Roscoe's Chemistry) was appointed to be a Lecturer in Physical Science and Mathematics on a salary of Rs. 150, rising to Rs. 250 by annual increments of Rs. 10, on the 22nd January last. He assumed charge of his office on the 25th of that month.

"The second Lecturer sanctioned under the Government orders of 15th November 1875 will not be needed until both third-year and fourth-year classes get into full work next year."

372. The number of students has increased by three, from 61 to 64. These are distributed as follow:—

1st-year class	17
2nd " "	41
3rd " "	6

The number of the first and third-year classes is very small, owing (in the Principal's words) "to the singularly disastrous results" of the University examinations: in the First Arts examination only five students passed out of 29. But Mr. Lethbridge confidently expects a class of at least 15 or 20 students in the next third-year class, which will be formed on the result of the approaching First Arts Examination; and also large accessions to the numbers of the fourth-year class.

373. All the students of the third-year class have elected the B course, which alone will be taught in this college. Consequently, a large outlay will be needed to equip the college with apparatus and scientific stores for the purposes of the lectures. SUPERIOR INSTRUCTION.

374. With regard to the Endowment Fund, the Principal writes :—"As Honorary Secretary and Treasurer of this fund, I have carried on its operations, and obtained subscriptions to the amount of Rs. 41,629. In this work I have been greatly assisted by Baboo Syamadhava Ray of the Nuddea Raj family (Secretary of the District Committee of Public Instruction). The Baboo, with great public spirit, went as a deputation to Berhampore, and from the district of Murshedabad obtained several thousand rupees. During my absence on leave, Baboo Umes Chandra Dutt, the acting Principal, carried on the work of the fund with much assiduity and success. In a letter from Government No. 3204, dated 15th November 1875, we were instructed to realize the subscriptions with an intimation that His Honor the Lieutenant-Governor was graciously pleased to order the restoration of the B. A. classes, and that the Government would pay all the expenses incurred under the restoration, receiving as some set-off the interest of the Endowment Fund and, of course, the fees of the classes. Up to 31st March, Rs. 36,308-8 had been paid into the Nuddea Treasury to the credit of the Endowment Fund."

375. The library is being catalogued; but Mr. Lethbridge bitterly complains of the delay involved in ordering books through the School Book Society.

376. *Berhampore College.*—On the 5th May 1875, Mr. Bellett received charge of this college from Mr. Hand, transferred to the Presidency College.

The number of students has increased from 25 to 31, of whom 14 are in the first-year class and 17 in the second. This is a larger number than the college has had since 1871, and the Principal adduces the fact to prove that the college is regaining its position in public estimation. The total cost of the college was Rs. 20,206, of which Rs. 1,527 was contributed from fees.

377. On the results of the First Arts examinations, the Principal writes :—"At the First Arts examination of December 1875, there appeared seven candidates. This was a smaller number than I had anticipated. The season at Berhampur towards the end and after the close of the rains of 1875 was very unhealthy; and it frequently happened that half the number of boys in a class was absent in consequence of fever. Hence some of the second-year students were obliged to withdraw their names from the College rolls; and, of the seven who did appear, one or two were physically unfit to undergo the strain. To these facts, I may safely say, is to be attributed the ill success of the College in the lists. Two only passed; one in the 2nd and one in the 3rd grade. The 2nd grade student obtained a scholarship which he will hold in the Civil Engineering Department of the Presidency College."

378. In accordance with the minute of His Honor, dated 30th August 1875, which held out hopes of the restitution of Berhampore College to its original status, provided the necessary funds were supplied by local efforts, a meeting was held in the college library in December, when it was resolved to raise subscriptions for the purpose The abortive result is thus described by the Principal :—"A few days afterwards the Magistrate received a letter from Ray Lachmipat Sing Bahadur, offering to give the whole sum required. The Committee appointed to raise subscriptions thereupon desisted from further exertions, the object having been apparently achieved. To the surprise and mortification of all those interested in the Berhampur College, news was shortly afterwards received that Lachmipat's donation had been diverted from its original object and given to the establishment of a Technical College in Calcutta, in which the inhabitants of Berhampur could have only the very weakest interest. In its resolution, thanking Lachmipat for his donation, the Government states that, in consequence of the failure of the Berhampur College in the First Arts examination, it would not be possible to start a third-year class there."

379. Mr. Bellett still has hopes both that the money might, in spite of the disappointment that is acutely felt, again be raised; and that, if raised, the third and fourth-year classes might, in spite of local failure at the examination, become full enough to justify the outlay by the accession of outsiders who now go elsewhere. I hardly think that this prospect justifies the large additional expenditure; and it is of importance to notice that, even in classes of the first two years, the inhabitants of Murshedabad are very little benefited by the local college. Of 31 students only seven are natives of that district: all the others come from outlying districts, and therefore in no sense depend upon Berhampore College for their education.

380. *Sanskrit College.*—The staff of this college consists of a graded principal, an English lecturer, and three teachers of Sanskrit, one of whom has lately been graded. The number of pupils at the close of the year was 24, nearly the same as in many previous years. The pupils of the third and fourth-year classes attend the Presidency College for all the subjects of the A. course (which alone they take up) excepting Sanskrit; and, by an arrangement lately made, they pay no fees in their own college, and half or full fees in the Presidency College, according as they are or are not scholarship-holders. The receipts from fees amounted to Rs. 1,032, and the Government grant to Rs. 15,325, making a total outlay for the College department of Rs. 16,357.

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381. The results of the University examination were very favourable. At the First Arts examination, three candidates passed out of six. The single student who passed the B. A. examination is credited to the Presidency College, where he was for the most part taught. He, however, won the highest "Sanskrit College graduate" scholarship of Rs. 50 a month, the Laha scholarship of Rs. 25 a month, and the Radhakanta Deb medal for standing first in Sanskrit at the B. A. examination. In the Honor examination in Sanskrit three candidates appeared, and all passed; while the last Premchand Roychand studentship was awarded to Baboo Umes Chandra Batabyal, M A., a distinguished ex-student of the Sanskrit College.

382. *Cuttack College.*—This college, which (like Kishnagurh) has now been raised to the higher grade by the addition of a third-year class, is under the superintendence of Mr. S Ager, late Joint-Inspector in Orissa. It has no graded officer attached to it. After the visit of His Honor the Lieutenant-Governor to Orissa in November 1875, the conditions offered by the Government, and gratefully accepted by the people of Orissa, were that Rs. 30,000 should be contributed by Government in consideration of an equal amount subscribed locally, in order to provide for the cost of the classes as an experiment for five years. These conditions have since been modified by the Government of India, which has limited the term of trial to three years, and has required that local contributions from fees and subscriptions be permanently guaranteed to the extent of Rs. 500 a month from funded subscriptions if the experiment is to continue to a further period. These later conditions are considered injuriously hard by the people of Orissa, who have little prospect of raising the large sum required.

383. There were 17 students in the college at the close of the year, five in the first-year class, six in the second, and six in the third. These have since increased to 20. The numbers in the four previous years varied from 14 to 20. Those who gained senior scholarships after the First Arts examination of 1875 wished to hold them in Bengal colleges; but the Government decided that they should be tenable only in the new third-year class of the Cuttack College. Of the 20 students on the rolls, 10 are Bengalis, eight are Oorya Hindus, one is a Muhammadan, and one a Christian. The total expense of the College department was Rs. 5,432, of which Rs. 812 were collected as fees, the rest being borne by Government.

384. The success of the students at the First Arts examination was reasonably good, four candidates passing out of nine. The small number of students in the first-year class was due to the fact that, of 11 students who passed the entrance examination in 1874, only four gained scholarships; and it is of scholarship-holders that this class is exclusively composed. The rich are too indolent or prejudiced, says Mr. Ager, to care for learning, and the poor cannot join the college without a scholarship. Of the eight students now in the first-year, four won scholarships from Pooree, two from Balasore, and two from Cuttack. "Though we are so liberally provided," adds the Principal, "with scholarships, I regret to say that they have failed to attract the Ooryas. Year after year the majority of them are carried off by Bengali students; but, as the prejudice which stood in the way of the Ooryas availing themselves of the senior scholarships is removed by the establishment of the college, it is hoped that, in future, more Ooryas will be among the successful competitors for them."

385. *Midnapore High School.*—The head master is Baboo Gungadhur Acharjya, with two assistant masters. The number of pupils is 16, against 12 in 1875: of these, nine are in the first-year class, and seven in the second. The total expenditure of the school was Rs. 4,441, of which Rs. 746 came from fee-receipts.

386. Out of five candidates at the First Arts examination, the school passed only one, in the third division. This unfortunate result is attributed by the head master to the epidemic fever that prevailed, and reduced the strength of one boy after another. One of his students transferred himself to the General Assembly's Institution in Calcutta, and came out at the head of the list of successful candidates. The single boy that passed from Midnapore high school, being ineligible for a senior scholarship, terminated his studies at that point.

387. The pay of the three teachers was increased during the year by Rs. 50, Rs. 20, and Rs. 15 respectively. Mr. Harrison, the Vice-President of the District Committee, writes—"They have all given entire satisfaction during the year, and the head master, Baboo Gungadhur Acharjya, retains the entire confidence of the Vice-President, in whose opinion he is one of the ablest and most reliable head masters in Bengal."

388. *Bauleah High School.*—Like Midnapore high school, the College department was opened in 1873. It is under the charge of Baboo Haragovinda Sen, with two assistant masters. The number on the rolls at the close of the year was 25—14 in the first year class, and 11 in the second. The income of the College department amounted to Rs. 5,915, of which Rs. 5,000 was the proceeds of Raja Haranath Rai's endowment, and the remainder from fees. There was a balance of Rs. 152 in favour of the College department at the close of the year.

389. At the First Arts examination two candidates passed out of seven. One of them obtained a senior scholarship; the other, who passed in the third division, was disqualified; and the remaining scholarship was lost to the district.

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390. The chemistry class has advanced from 10 students to 16. An outlay of Rs. 200 from surplus funds was sanctioned during the year for additions to the laboratory, but much more is required, in the opinion of the head master, for effective teaching of the subject.

391. Towards the establishment of the high school as a first grade college, under the name of "The Rajshahye College," a sum of Rs. 1,50,000 has been subscribed.

The establishment of a hostel was proposed, and is thought by the head master to be highly desirable. He reports, however, that none of the masters has been found willing to undertake the charge for the small remuneration offered.

392. *General Assembly's College.*—The number on the roll was 118, being an increase of 14 over the preceding year. They are thus distributed —

1st-year class	44
2nd "	52
3rd "	6
4th "	16

The small number of students in the third year was due to the conspicuous failure of the college at the First Arts examination; of 39 candidates only five passed. One of these, however, stood highest in the University class lists, and two gained scholarships. At the B. A. examination, no greater success was shown; of 17 candidates only one passed.

393. The income of the school was thus made up;—from the college fund, Rs. 10,017; from students' fees, Rs. 5,749, and from grant-in-aid, Rs. 4,200—total Rs. 19,966. The college continues under the management of the Rev. Dr. Jardine, assisted by Mr. James Wilson, and by graduates of the Calcutta University.

394. *Cathedral Mission College.*—The Rev. S. Dyson is the Principal. The number of students is 80. In the second-year class 15 take up psychology and 13 chemistry; in the third and fourth-year classes (of seven and 14 students respectively) nine take up the A. course and 12 the B. course. A special arrangement has been made, by which the students of the college attend the physical science of the Presidency College as out-students; and the Principal speaks very favourably of the working of this scheme.

395. *Free Church College.*—There are 100 students. In the second-year class of 49, 23 take up chemistry; in the third and fourth-year classes (of seven and 12), 10 take up the B. course. The total expenditure was Rs. 22,240, of which there were paid from subscriptions Rs. 11,908, from fees Rs. 5,012, and from grants-in-aid Rs. 5,520. The instructive staff consists of the Rev. W. C. Fyfe, the Rev. J. Robertson, the Rev. J. Hector, and graduates of the Calcutta University. Four students passed the First Arts examination, five obtained the degree of B. A., and two that of M. A.

396. *St. Xavier's College.*—The number of pupils has advanced from 45 to 58. Three students passed the First Arts examination: for the B. A. degree none succeeded. The Rev. the Rector refers in the following terms to the recent establishment of an observatory, to which the Government of Bengal has liberally contributed—"A solar observatory was erected upon the premises No. 11, and is shortly to be furnished with a large Equatorial refractor nine-inch aperture from Steinheit of Münich. The work of this observatory will be confined for the present to the daily mapping of the solar protuberances, with a record of the most important physical features of the sun—the results being published in the journal of the Asiatic Society and in two other scientific serials in Europe.

"Our hearty thanks are due to the Government of Bengal and to the public for their generosity in responding to our appeal—the former by a grant of Rs. 7,000, and the latter by an equal amount of private subscriptions. The total cost, however, exceeds Rs. 21,000.

"In order to ensure the permanency of this useful institution, it was agreed with the Bengal Government that a professor of the staff would be trained for the work and be ready to take the place of the present Director. In the event of the work being stopped altogether, the instruments become Government property."

A grant-in-aid of Rs. 2,000 was also sanctioned for the enlargement of the chemical laboratory.

The college staff consists of the Very Rev. E. Lafont, S.J., and other members of the Society of Jesus.

397. *London Missionary College, Bhowanipore.*—There were 44 students on the roll at the end of the year—27 in the second-year class, and 17 in the first-year. The numbers have steadily increased for the last few years. Chemistry is taught as well as philosophy. The Principal is the Rev. J. P. Ashton.

398. *Doveton College.*—This has newly come upon the list of aided colleges. In May 1875 a grant of Rs 150 a month was sanctioned by the Government of Bengal, subsequently increased to Rs. 250 in January 1876. The number of students on the rolls is 11. This and the preceding college teach only to the First Arts standard. Of four candidates who were reading last year for that examination, one, who held a junior scholarship, went to England to join the Cooper's Hill College; and another, also a scholarship-holder, was compelled by ill-health to resign. One only appeared at the examination, and passed; he gained a senior scholarship and a Duff scholarship. Altogether 10 Government scholarships, one Duff scholarship, and two endowed scholarships of Rs. 50 and Rs. 13 a month respectively, were held last year by the 12 students of the college.

SPECIAL INSTRUCTION.

399. SPECIAL INSTRUCTION.—This department comprises the subjects of law, medicine, and engineering; surveying schools, industrial schools, and the schools of art.

400. LAW.—The number of Government colleges to which a law department is attached is five, namely, those of Presidency, Hooghly, Dacca, Patna, and Kishnagurh. The Principal of the Berhampore College speaks of the cessation of the law classes (noticed in the report of last year) as "a serious loss to the college, the law classes forming, without doubt, a great attraction, and I much wish that they could be re-established." At Midnapore the third master of the high school, who is a B. L., holds a private law class out of school hours. The class consists of three students, each of whom pays him a monthly fee of Rs. 5.

401. The law department of each college consists of two classes of students—those studying for the B. L. degree of the Calcutta University, and those reading for the Senior Pleadership examination of the High Court. The former is a course of three years, two of these after the degree of B. A. has been attained. For the latter examination, for which the F. A. certificate is necessary, a two years' course is prescribed, nearly identical with the subjects of the second and third year course for the B. L. degree. Excluding the subjects of jurisprudence and personal rights and status, the two courses closely correspond; and candidates for the Senior Pleadership examination are consequently admitted to the second year course for the B. L. degree.

402. The following statement shows the attendance and expenditure in the Government law schools for the year ending 31st March 1876.

NAMES OF INSTITUTIONS.	Number of students.		Number of students on 31st March learning through		Religion of students as on 31st March.				Received			Expended.
	On the rolls on 31st March 1876.	Average daily attendance.	English.	Vernacular only.	Christians.	Hindus.	Muhammadans.	Others.	From Government.	From fees, &c.	Total.	
									Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Presidency College ...	175	183	175	.....	...	173	2	..		19,925 0 0	10,925 0 0	16,362 8 0
Hooghly "	14	6	14	......	...	14	...	..	651 14 5	491 0 0	1,142 14 5	1,142 14 5
Patna " ...	26	18	26	.....	..	23	3	...	241 0 0	2,159 0 0	2,400 0 0	2,400 0 0
Dacca " ...	15	14	15	.. .	...	15	...	..	593 0 0	1,867 0 0	2,400 0 0	2,400 0 0
Krishnagurh " ...	1	2	1	.. ..		1		...	....	100 0 0	100 0 0	100 0 0
Total ...	231	223	231	......	...	226	5	...	1,485 14 5	24,482 0 0	25,967 14 5	22,405 6 5

403. Comparing the above statement with that for the previous year, it appears that there has been a decline of 58 students, the Presidency College alone having suffered a loss of 50, as explained in the Principal's report. Hooghly has gained six students, owing to the re-opening of the second and third year classes, while Patna and Dacca have lost six and eight respectively. Kishnagurh College, as in the previous year, possesses a single student, but his education has cost nothing to the State.

The number of Muhammadan students in all colleges has fallen from 14 to five.

404. The four law lecturers in the Presidency College are paid entirely from fees, and the law department shows a profit to Government of Rs. 3,562-8. In the Patna and Dacca Colleges the cost to Government has been reduced by Rs. 1,759 and Rs. 287 respectively. Hooghly College shows an increased cost to Government of Rs. 195. Altogether the total expenditure in the law departments has been reduced by Rs. 624, and the Government expenditure by Rs. 1,851. The monthly fee in the mofussil colleges has stood at the enhanced rate of Rs. 7 throughout the year. Each lecturer in these colleges is paid a salary of Rs. 200 a month.

405. *Law examination.*—At the B. L. examination there were 83 Bengal candidates, of whom five passed in the first division and 49 in the second, as shown below:—

COLLEGES.	Number of candidates.	NUMBER PASSED IN First division.	NUMBER PASSED IN Second division.	NUMBER PASSED IN Total.
Presidency	69	3	44	47
Hooghly	5	...	2	2
Dacca	4	...	3	3
Patna	3	2	...	2
Kishnagurh	2	...	...	...
Total ...	83	5	49	54

The B. L. examination is now the only one which the University holds, that for the license having ceased for two years. The results of the High Court pleadership examination are not communicated to this office.

The following extracts are taken from the reports of the Principals:—

406. *Presidency College.*—

"The following table shows the number of students on the rolls of the Law Department on 31st March during the last four years:—

	1873.		1874.		1875.		1876.	
	Regular students.	Out students.	Regular students.	Out students.	Regular students.	Out students.	Regular students.	Out students.
3rd-year class	20	......	45	......	56	......	52	......
2nd " "	45	......	45	......	57	......	40	......
1st " "	63	......	80	......	97	......	70	......
2nd-year pleadership ..	30	......	10	......	4	......	7	......
1st " "	31	......	2	......	11	......	6	......
Total ...	189	......	182	......	225	......	175	......

"This table shows a decrease of 50 in the number of students, as compared with last year. The small percentage of successful candidates at the late F. A. and B. A. examinations fully explains this, and I do not think that it is any way due to the waning popularity of the law as a profession.

"The college sent up 69 candidates to the B. L. examination, and of these three passed in the first division, and 44 in the second."

"At the opening of the current session the junior professorship of law became vacant by the appointment of Mr. Millett to the First Judgeship of the Small Cause Court.

"This vacancy offered a favourable opportunity for permanently placing the staff of the Law Department on some such footing as that sanctioned by the Lieutenant-Governor in his resolution of 9th April 1875. That plan could only be carried out satisfactorily by taking away some portion of the duties hitherto performed by Mr. Ingram, the Senior Professor, and assigning them to special lecturers. Mr. Ingram readily agreed to give up Rs. 200 a month of his salary, on condition of being relieved of duties to an extent that would permit of his being free to avail himself of the annual High Court holidays, and of his being allowed the privilege of taking mofussil briefs, his duties at college on such occasions being carried on by an officiating lecturer approved by Government. Mr. Ingram's offer was accepted, and instead of appointing a Junior Professor of law and dividing the whole of the duties between him and the Senior Professor, it was decided that three Lecturers should be appointed for a term of three years, and that the following scheme for lectures should be carried out:—

Subjects for Lectures.

		Number of Lectures.
I.—Jurisprudence, Legal History, and Constitutional Law		36
Criminal Law and Procedure		40
Land Tenures and Revenue Laws		16
	Total ...	92
II.—Contracts and Torts		20
Evidence and Civil Procedure		32
Registration, Limitation, and Prescription, Mortgages		18
	Total ...	70
III.—Hindu Law		25
IV.—Mahomedan Law		25

"Mr. Ingram has taken up the subjects under heading I. on a reduced salary of Rs. 500 a month, and Mr. Egerton Allen has been appointed Lecturer on the subjects under heading II. on a salary of Rs. 400 a month. Baboo Trailokya Nath Mitra and Mr. Ameer Ali have been appointed lecturers on Hindu law and Muhammadan law respectively, a fee of Rs. 1,800 being assigned for each course of lectures."

407. *Hooghly College.*—The Principal reports—"Only six students attended the first-year law class which was retained during the past year. By Government order dated the 6th August 1875, the second and third year law classes were re-opened in January 1876 on trial, and Baboo Navin Krishna Mukhopadhyay, Law Lecturer of the late Civil Service class, was appointed to deliver lectures to the students. There are now fourteen students in this department—three in the third-year class, three in the second, and eight in the first. Two students passed in the second division for the degree of Bachelor of Law."

408. *Dacca College.*—"On the 31st March 1876 the number of pupils in the law classes was 15, against 23 on the same date of the previous year. This decrease is mainly owing to the poor results of the last B. A. examination. Six students of the first-year B. L. class

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of 1875 have been obliged to withdraw, because they were plucked in the B. A. examination of 1876. Two others, who in 1875 belonged to the third-year class of the general department, have postponed joining the second year B. L. class, because B. L. candidates are required to attend law lectures for two years after obtaining the B. A. degree.

"One ex-student and three students of the third year law class went up to the last B. L. examination, and three of the candidates passed. Two other students appeared in the Senior Grade Pleadership examination: of these one passed in the senior grade, and the other in the junior.

409. *Patna College.*—The Principal reports that the success of the students in the University examination was due to the "ability and success with which the law lecturer conducts his department. This is now the second time that his pupils have carried off the highest University honors." Of the 26 students on the rolls at the end of the year, 11 were candidates for the B. L. degree, and 15 for the pleadership. Of the whole number, 21 were Beharis and five Bengalis. The second and third-year classes were restored to the college from April 1875.

Three candidates appeared at the B. L. examination, of whom two passed in the first division, one of them at the head of the list. In the Pleadership examination there were three candidates, of whom two passed.

410. *Kishnagurh College.*—The Principal takes a hopeful view of the law department of his college. "There were only three students in the third-year law class during the year, two of whom went up for the B. L. examination. Unfortunately both were plucked, and the law lecturer attributes this result to the fact that both were too much absorbed in other duties to pay sufficient attention to their law studies. From the commencement of the present session to the 31st March there was only one student in the third year law class, but others are already joining, and a large increase is expected when we have our B. A. classes once more in full working."

411. MEDICINE.—There are five schools of medicine in Bengal—the Calcutta Medical College, with two departments; the Campbell Medical School at Sealdah; the Temple Medical School at Bankipore, with which the Hindustani class formerly at the Medical College has been amalgamated; the Dacca Medical School; and the Cuttack Medical School. The two last have been opened during the year 1875-76.

412. The following statement shows the attendance and expenditure of these schools for two successive years.

Name of Institution.	Attendance on—		Expended in 1874-75.		Expended in 1875-76.	
	31st March 1875.	31st March 1875.	By Government.	Total.	By Government.	Total.
			Rs.	Rs.	Rs.	Rs.
Medical College, English Department	330	225	80·760	1,05,486	1,20,577	1,41,492
Ditto Hindustani classes*	84	.....	} 54,540	} 79,482	} 51,252	} 80,371
Campbell Medical School	704	583				
Temple ditto	27	165				
Dacca ditto	...	244				
Cuttack ditto	... ..	38				
Total ...	1,145	1,255	1,35,300	1,84,968	1,71,829	2,21,863

* Now transferred to Bankipore.

413. The large decrease in the classes of the Medical College is attributed by the Principal to the amended regulation of the University, substituting the F. A. for the Entrance examination as a qualification for admission to the licentiate class. The Hindustani class formerly at the Medical College has been transferred to the Temple School at Bankipore; and similarly, many of the students of the Campbell Medical School have transferred themselves to Dacca.

414. The large increase in the cost of the Medical College has been already explained in the general summary. For one item, the charge for the year 1875-76 included the whole cost of the salaries of the College Professors; while in the previous year, a proportionate share of this, amounting to Rs. 16,000, had been charged to the Hindustani class. This fact explains why the cost of vernacular medical schools has not increased during the year under report.

415. *Medical College, English classes.*—Dr. Norman Chevers, at the close of the year under report, retired from the Principalship which he had held since 1861. He has been succeeded by Dr. D. B. Smith. Dr. Charles, the Officiating Principal, signalized the retirement of Dr. Chevers in the following words:—"Dr Chevers displayed during the early years of his professional life, the powers of minute observation, clear generalization, and forcible exposition, that have since proved of such value to the Government that he served throughout a long career in India. Already a known man when he came to India, on leaving its shores

he carried with him a reputation which it falls to the lot of few men to achieve. On his departure this college lost a teacher of vast erudition. A lifetime of extensive reading and various literary research had furnished his retentive memory with stores of ancient lore, which he was ever ready to place at the service of those applying to him for assistance. It can be well understood what a rare power as a teacher the possessor of such talent must have exercised."

416. At the commencement of the session in June 1875, 323 old pupils of the college resumed their attendance, and were joined by 79 new or re-admitted students. The strength of the college was thus brought up to 402, in which number is included both the classes studying for the University examinations and the hospital apprentice class. During the course of the session, 12 students passed the second licentiate or the second M. B. examinations; seven hospital apprentices obtained certificates of competency; 153 students discontinued their studies and withdrew their names; one died, one was rusticated, and one dismissed; thus bringing down the numbers on the 31st March 1876 to 225. Of these, 43 belonged to the hospital apprentice class, and the remaining 182 to the English classes reading for one or other of the University examinations. At the same date on the previous year these classes numbered 304. After specifying, as one cause of this great reduction, the recent regulations of the University enhancing the qualifications for admission, the Officiating Principal goes on to say:—"My own suspicion is that another cause has also been at work. The younger graduates find it difficult to make a living, owing to the country being flooded with a less highly educated class of medical practitioners, turned out by the various vernacular medical schools, and are less willing than ever to go into the country districts and struggle against the many difficulties they there meet." Dr. Charles adds that the anticipated dearth of qualified men to join the class of Assistant Surgeons will not be felt for some years to come, the supply of candidates for employment having largely overrun the demand.

417. The examinations and tests prescribed by the University are these:—

I. *First Licentiate Examination.*—Candidates must be 19 years of age, must have passed the F. A. examination, and have attended medical lectures for three years. This rule is relaxed in the case of students of distinguished merit from vernacular medical classes, who may be admitted after passing the entrance examination.

II. *Second Licentiate Examination.*—A candidate may be admitted to this after having passed the first examination two years previously, provided he has attended the prescribed courses of lectures.

III. *First M. B. Examination.*—This differs from the first licentiate examination merely by the addition of comparative anatomy and zoology to the course.

IV. *Second M. B. Examination.*—This similarly differs from No. II. by the addition of general and comparative physiology to the course.

A student who has passed the second examination in either course is admitted to practice as a surgeon.

418. For the two previous examinations, 185 candidates appeared from the Medical College. Of these, 171 were for the licentiate examinations, and 70 passed. For the M. B. examination, 14 candidates appeared and nine passed.

In the two final examinations 60 candidates appeared. Of these, 55 candidates were for the second licentiate examination, of whom only nine passed; for the second M. B. examination, of five candidates three passed.

419. The hospital apprentice class numbered 60 students at the beginning of the session, of whom 35 were new admissions. During the year two resigned, seven passed the college examination with credit, and eight were dismissed, either for insubordination or for neglect of studies. With the exception of these eight, the Principal reports that, as a rule, the whole class has been steady and well-behaved. The history of the class has been a somewhat unfortunate one, owing partly to the material of which it has been composed, partly to defects in the college itself; but the Principal now records that the class "at last gives promise of being able to fulfil the objects for which it was founded."

420. *Campbell Medical School, Sealdah.*—This school is under the general control of the Principal of the Medical College, but under the immediate superintendence of Dr. Woodford. By transference of many pupils to the Dacca Medical School, the numbers have fallen from 704 to 583. At the annual examination, 68 students obtained the diploma of vernacular licentiate.

With the exception of certain cases mentioned in the report, the conduct of the students has been satisfactory. An assault on a contractor engaged on a building called for the exercise of prompt severity, which quickly brought the students to a sense of duty.

The scant allowance for a library is complained of; and Assistant Surgeon Dina Bandhu Dutt is highly complimented for devotion to his duties.

421. *Temple Medical School, Bankipore.*—This school has two departments: (1) the vernacular licentiate class, for which the school was originally established; (2) the military students, who were transferred from Calcutta at the commencement of the session of June 1875.

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The session opened with 29 students in the former department, of whom 19 were in the second year, and 10 were new admissions to the first year out of 14 candidates. Two first-year students subsequently ceased to attend, and the class was reduced to 27. Dr. Simpson, referring to the small number of admissions to the school, says: "I received at various times applications from different parts of the country for admission to the school, but deemed it unadvisable to advertize, as I foresaw we should only have accommodation for a very limited number."

421. The military class opened with 78 students from Calcutta, and 68 from other stations; in all 146, subsequently reduced to 136. Of these students, 24, who had completed the third year of study, presented themselves for examination in April 1876. The examination was conducted by medical officers of the neighbourhood, and 18 of the students were declared to have passed; the President recording his opinion that they were well-grounded in their subjects, and that their knowledge reflected great credit on their teachers.

422. Test examinations were also held at the same time of the first and second-year students in both departments. Upon this examination some were rejected, and at the close of the year there were 23 students in the vernacular licentiate class (of whom only six were in the first-year) and 101 students in the military class.

423. The insufficiency of the accommodation provided by the present buildings has been brought to the notice of Government, and considerable outlay has been sanctioned. Dr. Simpson points out the disadvantages which the licentiate class students suffer in comparison with the military class—smaller stipends, no free quarters, service not guaranteed, maximum pay (if they enter the Government service) less than half that to which military students may look forward. With better prospects he believes that good men might be secured. The small numbers on the rolls of the vernacular class, and especially in the first-year, seem to point to the same conclusion.

It would be satisfactory to notice that three-fourths of the students are Muhammadans, but for the indication afforded by this fact of the much greater strength of caste prejudice among the Hindus of Behar than those of Bengal.

424. *Dacca Medical School.*—The school was opened on the 1st July 1875, by Dr. D. B. Smith, who has left on record a valuable paper upon the opening and progress of the school, from which the following particulars are taken.

425. The school commenced with a roll number of 384 students: a number so much larger than had been expected, that the building which had been rented for the purpose of the school had to be vacated, and the school moved into more spacious premises. Of the whole number, 55 were second-year students transferred from Sealdah, and the remainder came from all the districts of Eastern Bengal and from Assam. Many of these evidently joined the school with no fixed intention of continuing their studies, and by the 1st March 1876 the number had fallen to 244, of whom 28 were scholarshipholders or free students. In future 10 scholarships and 10 free-studentships will be awarded annually to this school.

426. The establishment sanctioned for the school consisted of a Superintendent, four teachers, five assistants, a writer, and necessary servants, amounting in all to Rs. 1,309 a month, to which an extra establishment of Rs. 45 a month was added for the dissecting season from November to March. Extra expenditure was also sanctioned to the amount of Rs. 10,226, including a temporary theatre, dead-house, and dissecting-room, fittings and furniture, anatomical designs, &c. The present accommodation of the school is, however, described as quite insufficient; all that can be said, remarks the Principal, is that it is just possible to carry on work from day to day. A sum of Rs. 25,000 has been sanctioned for land and buildings, and a site for the school has been selected on the river-bank, close to the Mitford Hospital.

427. It is instructive to compare the proportion of Hindus to Muhammadans in the two schools at Dacca and Bankipore. In the latter, three-fourths of the students are Muhammadans. The former, of 244 students, has only four Musulmans: of the Hindus, 70 are Brahmans, 128 Kaisths, and 36 Baidyas, while only six belong to the inferior castes.

428. Many of the students are described as intelligent, industrious, and anxious to learn, though there is a considerable leaven of unpromising material. The teachers are uniformly referred to in terms of high praise.

The dissecting-room was not completed until the season was far advanced, and work did not, in fact, begin until March. The dead-house had not been taken in hand at the date of the report. The supply of chemicals and of materia-medica specimens is still deficient, and Dr. Smith speaks of the want of good Bengali text-books as a matter of great importance.

429. *Cuttack Medical School.*—The school was opened on the 15th of February in the present year, and 36 students were enrolled, of whom 20 were stipendiaries on Rs. 5 a month and 16 were free. By the 31st of March the number of students was 38. The expenditure incurred on the salaries of teachers, the stipends of pupils, and contingencies during the month and a half, up to the 31st of March 1876, was Rs. 381. In addition to these establishment charges there was a sum of Rs. 2,619 spent in building a

dissecting-room, furnishing the lecture-room, printing, and other charges. The Superintendent is Dr. W. D. Stewart. SPECIAL INSTRUCTION.

430. CIVIL ENGINEERING.—*C. E. Department, Presidency College.*—Mr. Sutcliffe writes—"The number of students on the rolls on the 31st March during the last four years is given below:—

		3rd-year class.	2nd-year class.	1st-year class.	Total.
1873	Regular students	20	39	73	132
	Out students	.....	1	2	3
1874	Regular students	27	39	133	199
	Out students	1	2	25	28
1875	Regular students	12	45	99	156
	Out students	.....	1	.....	1
1876	Regular students	19	50	83	152
	Out students	....	1	1	2

"The strength of the department on the 31st March was nearly the same as in the previous year. The number of students on the rolls of the first-year class soon after the opening of the session in June last was 103, consisting of 70 new admissions and 33 unpromoted students of the class of the previous session. Gradually the attendance has fallen off during the year, some students having left after discovering that they had but little aptitude for engineering studies, and others on account of ill-health. The new admissions in June included eight candidates who had passed the First Arts examination, and eight junior scholars. The second year class is numerically stronger than it has been for many previous years, but it is very improbable that more than twenty will be found fit, after the annual examination in May, for promotion to the third-year or licentiate class. From the other thirty, I hope that a good supply of qualified sub-overseers and overseers may be furnished, to meet the wants of engineers employed under district committees.

"The fees collected during the year amounted to Rs. 10,971, and the gross expenditure to Rs. 38,064, the corresponding figures for the previous year being Rs. 13,253 and Rs. 44,674. The decrease in the amount of fees is due to the average number of students on the rolls during the year being lower than in the preceding year; and the reduction in expenditure is due to the changes on the staff which took place in consequence of the death of Mr. Scott.

"Classified according to religion, the students consisted of 143 Hindus, two Muhammadans, and nine Christians.

"The examination of the first and second year students was held as usual at the close of the session in May. At the time of holding the examination there were 95 students on the roll of the first-year class, and, with the exception of two, all were present. The result of the examination was that 43 students were found qualified for promotion to the second-year class, all of whom, with the exception of one, who preferred taking a sub-overseer's certificate, joined the second-year class at the opening of the current session. Of the others, 33, who had failed to secure promotion, were permitted to rejoin the first-year class for another year, and 18 left the college. This result was much better than that of the previous year, and, considering the low standard under which students are admissible to the department, it may be considered a fairly good one.

"The second-year class, at the time of holding the annual examination, consisted of 46 students, all of whom, with the exception of three, were present. Of the 43 who were examined, 21 were passed for promotion to the third-year class; to one student an overseer's certificate was awarded, and to six others the certificate of sub-overseer: 11 others were permitted to rejoin the class for another session, and the rest left the college. Upon the result of this examination, the two Forbes Memorial scholarships were awarded to Nogendra Nath Chatterjee and Mohendra Nath Sen. The result of this examination must also be considered satisfactory.

"From the third-year class 20 candidates were sent up to the University examination in engineering, four for the degree of B. C. E., and 16 for the license in engineering. The four candidates for the Bachelor's degree were all successful, but only six of the L. C. E. candidates were passed. Two of the unsuccessful candidates for the license already held certificates of the grade of overseer, and of the other eight, five received certificates of the grade of sub-engineer, and three certificates of the grade of overseer. The result of this examination was better than for many years previously.

"The four Bachelors and the highest of the licentiates received scholarships of Rs. 50 a month tenable for two years, during which period they are to be attached to works in progress at the Presidency for the purpose of receiving practical training in the work of their profession.

"Candidates who fail to obtain certificates of qualification for employment in the Department of Public Works at the annual examination of the college, are admissible to the half-yearly examinations for employment and promotion in the Department of Public Works, which are held in February and August. Taking into account the certificates which have been

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awarded during the year at these examinations, it appears that the total number of men sent out by the college during the year with certificates of qualification for employment in the Department of Public Works was 44, viz.:—

10 Assistant Engineers.
5 Sub-Engineers.
8 Overseers.
21 Sub-Overseers.

"This outturn is the largest the college has made for many years, and I doubt whether all the candidates in the engineer grade can be absorbed by the Department of Public Works."

431. SURVEYING.—As already reported last year, the several Civil Service classes attached to colleges were abolished early in the year now under report, and the teachers employed transferred to the Department of Public Works. Later, on the 5th of May 1875, His Honor the Lieutenant-Governor, in a Minute on the subject of technical schools, drew attention to the desirability of opening vernacular schools at certain centres for instruction in surveying. The Director submitted a report on this point in July 1875, and in January of the present year orders were issued to establish vernacular schools of surveying at Hooghly, Dacca, Patna, and Cuttack.

432. For each of the new schools the following establishment was sanctioned:—

	Rs.	
Head-master	150	rising to Rs. 175 by annual increments of Rs. 5.
Second master	75	
Contingencies	25	
Servants	12	
Scholarships	30	
Total ...	292 to 317.	

433. The following course of studies to extend over two years was at the same time prescribed:—

Geometry.
Mensuration, geometrical and engineering.
Drawing, with plotting and construction of scales.
Surveying by the chain, the compass, and the plane-table.
Levelling.
Elements of road-making and estimating.

434. Each of these schools was opened in March of the present year, and placed under the direction of a second master, the full establishment not being necessary at first. In each school an additional master on Rs. 50 is to be employed as soon as the pupils number 50. The qualification for admission to their classes was settled to be the possession of the certificate of the minor or of the vernacular scholarship examination, or of some higher standard. The state of the new schools, as reported so far is as below:—

Schools.	Pupils on roll.	Average attendance.	Hindus.	Muhammadans.
Patna	37	22	16	21
Hooghly	44	27	43	1
Cuttack	12	10	12	...
Dacca	29	25	27	2
Total ...	122	84	98	24

435. The Lieutenant-Governor has expressed a hope that the formation of the surveying schools will prove a preliminary step towards the establishment of the system of technical instruction which he desires to inaugurate; and that they will be supplemented hereafter by the foundation throughout Bengal of industrial schools for the teaching of handicrafts and for the improvement of the several forms of manual industry that exist in the country.

436. INDUSTRIAL SCHOOLS.—In the minute already referred to, of the 5th of May 1875, Sir Richard Temple called the attention of district authorities to the importance of opening lower technical or industrial schools for the improvement of handicrafts. Local committees of public instruction for the most part, however, did not find it practicable to establish such schools; and it was suggested by some of them that it would be better for Government to establish a few strong schools furnished with all modern appliances than a number of small schools imperfectly fitted with tools. So far, then, little has been done towards carrying out the Lieutenant-Governor's wishes. The only attempts at technical education at present in progress are at Dacca, where the artisan classes attached to the normal school are still at work; at Dehree, where the two artisan classes for European apprentices and for native boys respectively continue under the superintendence of the Executive Engineer of Dehree; at Rungpore, where an aided school with a Government grant of Rs. 60 keeps a native carpenter and a native blacksmith with some half-dozen apprentices

a-piece; at Ranchi, where the industrial school sanctioned in the previous year is now fairly established under the superintendence of Herr Herzog of the Berlin Mission; and at Chaibasa, where there is a carpentry class attached to the model school. SPECIAL INSTRUCTION.

437. The following is the state of these schools as reported by the local authorities. Of technical education in Dacca, the Inspector writes :—

"The only school of this class in the division is the artisan class attached to the Dacca normal school, which was established in 1872 for the purpose of training artisans belonging to the higher castes and possessing a fair general education, and of introducing the use of European tools and modes of workmanship. At the end of the year there were 31 on the rolls, of whom 10 were Brahmans, four Baidyas, and 13 Kaisths. There are now two workshops in Dacca, where ordinary articles of furniture are made by ex-pupils of the school, a fact which shows that men of the higher castes are not now-a-days unwilling to betake themselves to mechanical occupations. But the work turned out by them does not appear to be different in kind or superior in quality to that produced by the ordinary bazar mistries. On this point the Magistrate of Dacca says:—'The work turned out by the boys is not what I would like to see. They left the school too soon, and do not add much to the skilled labour of the district. Still they are men who would otherwise have swelled the already over-crowded ranks of the *kalampesha* class, and so far good has resulted.'

"The establishment at the commencement of the year under report consisted of a foreman blacksmith on Rs. 30 a month, a foreman carpenter on Rs. 20, an assistant carpenter on Rs. 12, a pupil superintendent on Rs. 12, and a servant on Rs. 6: in all Rs. 80 a month. During the year an assistant blacksmith on Rs. 12 and another servant on Rs. 6 were sanctioned, which brings up the cost of the establishment to Rs. 98 a month.

"The amount sanctioned for stipends at the beginning of the year was Rs. 81 a month, distributed in 15 stipends of Rs. 3 and six stipends of Rs 6. In August last the monthly grant for stipends was raised to Rs. 120, but it was at the same time intimated that it was not the intention of Government to continue the stipends after March 1877.

"There appears to be little reason to hope that the school will survive the contemplated withdrawal of all stipends at the end of the current year. The premature closing of a school, which has hitherto been carried on so hopefully in the midst of many difficulties, and which, according to His Honor the Lieutenant-Governor, 'contains the germ of a useful institution,' would be a serious loss to the cause of technical education in Eastern Bengal."

Commenting on the report, the Commissioner remarks:—"I hope, if at the beginning of 1877, it is found that the work of the pupils is really improving, and is likely to have an effect upon the carpentery and smiths' work of the district, that the school may be allowed a further term of probation with a continuance of the stipends now allowed. If no improvement is visible, Government cannot perhaps be expected to continue the experiment; but if there is one, it will be a pity that the money spent should be thrown away by Government aid being stopped just at the turning point."

438. The Inspector of the Behar Circle does nothing more than report the continuance of the Dehree workshop schools; no report of their progress has been received either by him or by this office.

439. Of the Rungpore school, the Inspector does not write very hopefully. The District Committee is not satisfied with the school, while the Deputy Inspector is.

440. The Ranchi school was opened in the last month of the year, and there is consequently nothing as yet to report. Mr. Herzog is an enthusiastic architect and carpenter, and, with the concurrence of his Mission, superintends the school without salary. The school-house is not to be built on the Mission premises, but close to the bazar.

441. The Chaibasa class is a very small one, but improves slowly. The Inspector does not expect that any boys will consent to be drafted to the Ranchi school as the Government desires.

442. SCHOOL OF ART.—There were 134 students on the roll at the close of the year, a decrease of 35 upon the number with which the previous year ended. This decrease has been caused by the enhancement in the rate of fees which was made in the middle of the year. From Re. 1 the fee was raised to Rs. 3 for all new admissions, and to Rs. 2 for all who had been in the school for less than one year: those who had been in the school for more than one year were allowed to continue at the old rate of Re. 1 a month.

The decrease in the number of students which has resulted from this change is not greater than might have been expected; and in the Principal's opinion it need not be regretted, since the number previously attending the classes was larger than the present teaching staff could properly manage.

Of the 134 students, 127 were Hindus, five Muhammadans, and two Christians; and all but two belonged to the lower grades of the middle classes.

443. Two other most important improvements were, the additional house-room, which was taken up for the classes, and the attachment to the school of the art gallery. These most

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important improvements were made by His Honor the Lieutenant-Governor, the art gallery being formally opened by Lord Northbrook in April last.

444. The students were divided into the following classes for study:—

Elementary	54	Painting	6
Drawing from the round	23	Modelling	2
Geometrical, mechanical, and engineering drawing	21	Total ...	134
Lithography	12		
Wood-engraving	16		

Divided according to the occupations for which they are qualifying, the students stand thus:—

For Painting	37	For Lithography	15
„ Wood-engraving	16	„ Modelling	2
„ Engineering drawing	24	„ General (*i. e.*, undetermined) ...	40

445. Besides the 134 on the rolls at the end of the year, 98 left the school during the year, after the following different periods of study:—

67 had attended for less than 1 year.
17 ditto ditto more than 1, but less than 2 years.
9 ditto ditto ditto 2, ditto 3 do.
2 ditto ditto ditto 3, ditto 4 do.
2 ditto ditto ditto 4, ditto 5 do
1 ditto ditto ditto 5 years.

446. These figures, compared with those of previous years, show that the students are beginning to stay longer in the school. Nevertheless, there is still room for improvement; and the Principal is still very anxious that scholarships should be given to the best students, to enable them to carry on their studies to a point at which they may be efficient professional draughtsmen. He writes as follows:—

"The humblest grade among those who gain their livelihood by the practice of any kind of drawing is that of the employés in an engineer's, surveyor's, or builder's office. I do not mean the office of such an engineer or builder as may be concerned with the designing of important *architectural* works; the principal draughtsmen in such offices must be equal to those in an architect's office—they must be *artists*. I refer to such employment as the "getting out" of plans, either of buildings or of land, the mere copying of simple elevations, or occasionally, and as the highest flight of endeavour, the designing of a coping, a balustrading, or a window-head; such work, in fact, as the man who is generally called a "*nuksha-wallah*" is presumed to be competent to do. Now, for this which I have called the humblest grade among "professional" draughtsmen, I consider a training of *at least* two years and a half to be required. For draughtsmen of higher capability, competent, let us say, to draw simple subjects "free hand," not merely able to use rule and compass in copying a plan, another year or year and a half of study would be necessary; while for all grades higher than this, such as for really efficient *general draughtsmen*, designers for manufactures, decorative painters, lithographers, wood-engravers, and highly-qualified painters ("artists"), much longer education is wanted, ranging from five to seven years, or even longer. Although, therefore, our students are beginning to stay somewhat longer in the school than heretofore, the short time which their slender means enable them to continue their study is still *the* drawback to the entire success of the school. As I have before pointed out, a few scholarships of moderately high value, say Rs. 25 to Rs. 40 a month, would go far to enable at least a handful of the most talented students to prolong their study beyond what they are now able to do. Until the practice of art as a regular acknowledged and *esteemed* profession shall have established itself among the natives of Bengal, in the same way as have the professions of law and medicine, some such fostering as I have referred to seems absolutely called for.

"That the School of Art will attract students if encouragement be shown, has been exhibited, in my opinion, in a remarkable manner by the increase in the number on our rolls between the years 1872 and 1875. As I have stated in previous reports, I believe this increase to have been chiefly due to the kindly personal interest which Lord Northbrook manifested in the school by his frequent visits, his just though keen criticism of the students' work, and his numerous and liberal commissions to all who needed and deserved encouragement."

447. To the progress of the pupils and to the quality of their work Lord Northbrook testified in the following terms on the occasion of the opening of the art gallery in Boitakhana:— "One of the most satisfactory things connected with the exhibition is the work of the art students. You see there the work not only of one very distinguished student, but of four or five of the head students of the school, which I say without hesitation would be creditable to the senior students of any school of art of any country." His Honor Sir Richard Temple spoke in similar terms of approbation.

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448. *Art Gallery.*—The establishment of an art gallery in connection with the School of Art in Calcutta is an important educational agency. In a minute dated the 15th February 1876, Sir Richard Temple notified that arrangements had been made for the occupation of a range of buildings in the vicinity of the School of Art for the reception of pictures. It was further announced that the Viceroy had presented some paintings to the institution, others had been purchased by the Government of Bengal, and others had been lent by Native and European gentlemen for a time. A few copies from works of old masters were ordered from Europe, besides a collection of electrotypes from ancient Greek coins in the British Museum, purchased from Colonel Hyde.

449. The object of the institution is to give the native youth an idea of men and things in Europe, both as regards the present and the past, and also to set before them a vivid and comprehensive representation of all that is most instructive and attractive in the varied features of India, chiefly as regards natural scenery, architectural remains, national costume, and ethnological features. It will not, it is hoped, be difficult to collect plan-drawings of great engineering works in all parts of the world, and to obtain some specimens of statuary, and especially castes of antique works.

450. Three schemes for promoting scientific instruction have recently received the support of Government in the Education Department, and though any fuller report of them will properly belong to the current year, they may be here briefly noticed.

451. *Grant to the Science Association.*—In a minute, dated the 21st January 1876, Sir Richard Temple was pleased to grant the projected Science Association an eligible building with its premises at the junction of the College Street and Bow Bazar, for occupation free of all charge for a term of years, on condition that at least Rs. 70,000 be actually obtained by donations, of which at least Rs. 50,000 must be invested by the Association in Government securities, and that a monthly subscription of at least Rs. 100 per mensem be promised for two years. The management of the institution was left to the members of the Association, and they were to raise and judiciously invest their funds and collect current subscriptions, to determine the subjects of the lectures, and appoint the lecturers and allot scholarships as far as their funds might permit. The Association has been promised nearly a lakh of rupees in donations, and Rs. 200 a month in subscriptions. The objects of the institution are to provide lectures of a very superior kind in science, especially general physics, chemistry, and geology, mainly for students who have already passed through school or college, or have otherwise attained some proficiency in these respects. The several sciences would be taught with a view to their application to practical uses. A sum of Rs. 40,000 has already been drawn from the treasury towards the expenses of purchasing the building.

452. Sir Richard Temple has accepted the office of President of the Association, which was formally opened for educational purposes, under His Honor's auspices, on the 29th July 1876. Besides the supporters of the institution, students and others are admitted to each lecture on the payment of a fee of eight annas. It is stated that the number of paying students is at present about 50.

453. *Grant to the Indian League.*—In a minute dated the 18th April 1876, the Lieutenant-Governor considered the proposals of the Indian League for the establishment of a technical school which would aim at the teaching of science practically with the immediate object of enabling the pupils to earn their living thereby. The promoters of the institution having agreed to invest two lakhs of rupees (expected as donations) in Government securities, so as to produce an income of Rs. 8,000 per annum, an equal grant of Rs. 8,000 was made by His Honor. The income of the school would, under such circumstances, amount to Rs. 16,000 per annum, besides fees from pupils and current subscriptions. The management of the institution was left to the League, subject only to the occasional inspection of the Director of Public Instruction. The managers have not yet been able to select a site for their school. Among the donations, one of Rs. 40,000, by Ray Luchmiput Singh Bahadoor of Azimgunge, has already been invested in Government securities.

454. *Bankipore Technical School.*—Another industrial or technical institution is about to be founded at Bankipore. The scheme for the establishment of this school received the sanction of Government in His Honor's minute of the 20th June 1876. There was some correspondence between Government and the local authorities at Patna as to the site of the school, but the majority of the subscribers having expressed a desire to have the institution located at Bankipore, the Lieutenant-Governor has agreed to their proposal. The promised subscriptions amount to two lakhs of rupees, of which it is proposed to allot half a lakh to erecting a building, and the remaining one and a half lakh to the endowment. The proceeds of the endowment will amount to Rs. 6,000 per annum: Sir Richard Temple has supplemented this sum by an equal amount from Government annually. Besides the Rs. 12,000 thus made up, there will be, it is hoped, current subscriptions and perhaps fees. The course of instruction will be determined by the subscribers, and the school will be open to the inspection of the Principal, Patna College, the Inspector of Schools, Behar, and the Director of Public Instruction. It is hoped that a competent committee of management will be formed for the governance of the institution, and that the technical training in useful arts and trades,

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smiths' work, carpentry, and the like, will, in the first instance, be placed under the guidance of an European mechanical engineer.

The lowest test for the admission of scholars will be that for the primary scholarship examination, but it will be arranged that all Government scholarships below the minor scholarships shall, at the wish of the holders, be tenable at this institution. The projectors of the institution are working hard to realize the subscriptions.

455. All the three institutions for the cultivation of science or art named above are intended to commemorate the visit of His Royal Highness the Prince of Wales to this country.

FEMALE EDUCATION.

456. FEMALE EDUCATION.—It was stated in the last report that "the proposal to found scholarships for girls finds favour;" but it was also pointed out that girls cannot, like boys, "carry away their scholarships to prosecute their studies in a distant school. This being so, it follows that scholarships for girls must be more of the nature of prizes for proficiency than of aids to future progress." In a resolution No. 1204, dated the 24th April 1876, passages from which are quoted below, the Government of Bengal invited the attention of District Committees of Public Instruction to the necessity of founding scholarships for girls.

457. "Mr. Woodrow considers that in the three divisions of the Presidency, Burdwan, and Dacca, female education is sufficiently advanced to allow of the system [of girls' scholarships] being adopted with a reasonable prospect of success, and that it will be better to make a commencement in these three divisions than to attempt any general introduction of the measure. In the districts which comprise these divisions he proposes to have scholarship examinations for girls held in three grades—primary, intermediate, and vernacular. He would make the standards nearly the same as in the corresponding scholarships for boys, substituting needle-work, embroidery, and knitting for higher arithmetic and science.

458. "The Lieutenant-Governor is pleased to approve generally of those recommendations, and to request that the Director, in communication with the local committees, will arrange the necessary details for holding these examinations, and for the appropriation of the required funds. But though the plan which has been proposed commends itself to the Lieutenant-Governor, as well calculated to further an object which it is very desirable to attain, it would be the wish of Sir Richard Temple to leave it in a great measure to the discretion of the local committees to encourage female education in this or in any other way which the circumstances of the district may indicate as most suitable. It appears to be the practice in some districts to give gurus of primary schools a bonus of one rupee per month for every five girls who attend the patshala, or in some cases to give pecuniary rewards to the girls themselves for regular attendance. The District Committee would probably be better qualified than the Government to determine whether these methods of encouraging female education are more practically useful than the establishment of a certain number of primary scholarships for girls would be; and the Lieutenant-Governor would desire to leave to the committee the decision of this question. But it must be understood that in all districts of the three divisions referred to, and as far as possible in all districts throughout the Lower Provinces, the Government will expect that some substantial portion, either of the Government grant-in-aid, or of the scholarship assignment, or of both these funds, shall be devoted to the promotion of female education.

459. "It is not to be supposed that the establishment of these scholarships will give the Government that command over the course of female education which it obtains by the scholarship system as applied to the education of boys. A patshala student, who obtains a primary scholarship, is required to hold it in an intermediate or a middle vernacular school, and the Government is thus enabled to regulate not only the subjects of his study before the scholarship is awarded, but the course which he pursues afterwards. The Lieutenant-Governor observes that this principle has been extended by the District Committee of the 24-Pergunnas to scholarships for girls, the scholarships awarded being either made tenable in female schools of a higher class, or being expended in the payment of a teacher to instruct the scholarship-holder at home. But it would seem that, even in a district like the 24-Pergunnas, the effect of this rule must be to restrict the competition, as girls cannot usually leave their homes to hold scholarships in schools at a distance; and in districts in which female schools are few and scattered, and private teachers cannot easily be obtained, the adoption of this system would present serious difficulties. In such districts the Lieutenant-Governor recognizes the necessity of making these scholarships simply rewards for present proficiency; though even in these cases some effect will no doubt be produced by grading the scholarships, and giving the most valuable rewards to those girls who pass the higher standard of education."

460. In accordance with the views of Government some of the District Committees have already come forward with proposals for the encouragement of female education by scholarships. A summary of these is given below:—

In Burdwan, the Committee propose to split up two Anglo-vernacular scholarships of Rs. 3 a month tenable for three years into six girls' scholarships of Rs. 3 a month tenable for one year.

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In Midnapore, the Committee have split up a minor scholarship of Rs. 5 a month tenable for two years into two girls' scholarships of Rs. 2 each and six girls' scholarships of Re. 1 each a month tenable for one year.

In Hooghly, the Committee have set apart two primary scholarships for competition among girls' schools.

In the 24-Pergunnas, besides the special scholarships created for the suburbs of Calcutta, the Committee have thrown open the boys' scholarships to girls, substituting for the higher arithmetic and science, embroidery, knitting, darning, &c., and offering the successful candidates the option of holding their scholarships in schools of a higher class, or of expending them in the payment of a zenana teacher for instruction at home.

In Burrisaul, the Committee propose to throw open the scholarships for boys to girls studying in schools.

461. Owing to financial pressure, the full development of the Lieutenant-Governor's scheme cannot take place this year, but it is satisfactory to find that even the backward districts are endeavouring to attract girls to the schools by offering them and their teachers pecuniary rewards.

462. It having been represented that zenana schools were practically excluded from inspection owing to the custom of secluding Hindoo ladies, the Government of Bengal was pleased to appoint Mrs. Monomohini Wheeler, the daughter of the Reverend Dr. K. M. Banerjea, temporarily as Inspectress of Girls' Schools and Zenana Agencies in Calcutta, the 24-Pergunnas, and Hooghly.

463. The total number of Government and aided girls' schools was, on 31st March 1876, 294, against 297 in the previous year. The number of girls taught in these schools was 8,522 against 7,977. There were besides 80 unaided girls' schools with 1,904 pupils, raising the total number in special schools for girls to 10,426. There were also 7,999 girls attending boys' schools.

464. The total number of girls in inspected schools was this year 18,425 against 15,654 last year, and 12,202 in the year before. The rate of increase must be considered satisfactory, and has been mainly due to the larger attendance of girls at the aided primary schools. The numbers attending these institutions are shown below:—

In 1874 ...	2,069
In 1875 ...	3,352
In 1876 ...	6,101

The extension of the system of rewarding primary school teachers according to the number of girls in attendance will, when properly developed, be found one of the most successful means of diffusing elementary female education.

465. The following statement shows the number of girls in different stages of progress: it is unfortunately inaccurate by the omission of 605 girls, whose progress-statement has not been given:—

Upper stage ...	43
Middle " ...	1,341
Lower A. ...	5,385
Lower B. ...	11,051
Total ..	17,820

466. BURDWAN DIVISION.—Baboo Bhoodeb Mookerjee writes as follows:—"The number of special girls' schools was 73, attended by 1,562 pupils. There were also 1,636 girls attending boys' schools of different kinds, more especially patshalas. The education of native females in public schools seems to be much at a stand-still. But there can be no doubt that education of women in private is going on in families where the men have received their education in English. The foundation of girls' scholarships is likely to prove of some advantage. The Hitakari Sobha of Ootturpara, in the Hooghly district, has exercised a beneficial influence on its neighbouring girls' schools by the scholarships for girls the Sobha has founded. The expenditure on the 73 girls' schools was Rs. 17,077-2-1, of which sum Government contributed Rs. 6,673-1-4."

The Commissioner justly remarks that the great difficulty with reference to female education is to induce parents to leave children at school long enough to do them any real good, and that if the foundation of girls' scholarships conduces to this end, a great step will have been made.

467. CALCUTTA.—The following is from Mr. Garrett's report:—"The Bethune School with 68 girls, seven from the upper classes and 61 from the middle, and none in the upper stage of progress, cost Government Rs. 5,401, or Rs. 80 a head. Counting each zenana teacher as a school, information was received of 168 schools with 4,099 pupils, against 177 schools with 4,332 pupils in the preceding year. Owing to the incompleteness of the returns of unaided schools, however, only those who were at Government or aided schools, or 3,379 in all, have been included in the annual returns. Of these 933 were Europeans, Eurasians, or of other

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than Indian nationality, the rest were Hindus, with a very small number of Muhammadans. Of the Hindu girls, 31 are returned in the upper stage, and of the girls of foreign extraction, 12.

"Excluding girls in boys' schools, female education cost Government Rs. 45,670, and altogether 1,37,000.

"Mrs. Wheeler has recently been appointed Inspectress of girls' schools, and we may hope next year for fuller particulars regarding them."

468. PRESIDENCY DIVISION —Mr. Garrett reports as follows: —"There is no Government school for girls in this division. The Magistrate of the 24-Pergunnas suggests, however, that possibly some part of the funds now devoted to model schools might be directed to the education of females. And the Deputy Inspector of Jessore advocates the establishment of model girls' schools, on the ground that just as the education of boys was encouraged by the establishment of Government higher English and model vernacular schools, so female education should be encouraged by similar means. This policy has been advocated in years past by Mr. C. B. Clarke. Mr. Smith, however, thinks that the suggestion, even if adopted, would not be productive of the results expected. He is of opinion that female education is unpopular, not so much from ignorance of its importance as from the existence of customs and prejudices which few can venture to disregard.

"The number of girls' schools aided under the grant-in-aid rules was 61 with 2,044 pupils, against 45 with 1,501 pupils in the preceding year; there were also two circle schools for girls with 52 pupils, and 7 E. patshalas for girls with 169 pupils. There were also 11 unaided schools with 455 pupils, against 10 schools with 283 pupils in the preceding year, that is, there were in all 2,710 girls' schools against 1,784 in the preceding year. This increase, however, is not so encouraging when we find that only 334 can do more than read, write, and understand easy sentences in their mother-tongue, and that nearly three-fourths of them cannot read or write at all. There were besides 1,317 girls reading in boys' schools. The increase was distributed over the districts as follows:—

"In the 24-Pergunnas there were 726 girls more than in the preceding year, attending for the most part ten new schools opened in the suburbs of Calcutta with the aid of funds placed at the disposal of the committee by the Municipality.

"In Nuddea there is an increase of three aided schools, two girls' classes attached to patshalas, and two girls' patshalas. The returns, however, show a more than corresponding decrease in the loss of five unaided schools, and in the total of 1,293 girls at schools against 1,451 in the preceding year.

"In Jessore there are only 642 girls at school and in Moorshedabad only 420.

"Every possible form of encouragement is recommended in the several reports. The municipal scholarships in the 24-Pergunnas, varying in value from Re. 1 to Rs. 4 a month, were established in 1874. The Magistrate writes that, in the opinion of gentlemen who have ample means of knowing, these scholarships have afforded a stimulus to female education. In the latter part of the year His Honor the Lieutenant-Governor invited District Committees to encourage female education by the award of scholarships on the Ootturpara system of giving scholarships as rewards for knowledge already attained, rather than as inducements to further study. As, however, His Honor did not propose to place any additional funds at the disposal of the Committees, all of them in this division have declined to set apart any portion of their present scholarship assignments for this purpose. Until native gentlemen are willing to educate their own wives and daughters instead of only urging others to do so, there will be no progress to report."

469. RAJSHAHYE DIVISION.—Mr. Clarke writes as follows regarding the progress made:— "Female education in the division consists of the Bauleah (Chundra Nath) Female normal school and of the education of girls less than eleven years old—mostly under nine years old. The education of these infants is carried on partly in separate aided girls' schools, partly in the boys' patshalas.

"The general tone of the reports on female education is disheartening. Even my old friend Bhoobun Mohun, who complained seven years ago because I did not sufficiently admire his infant girls' school at Pubna, that I looked at Bengali girls' schools through English spectacles, now appears as Senior Deputy Inspector of the division to have come round nearly to my opinion.

"There is one point on which success is reported, especially from the district of Rungpore, viz., that the infant girls can be got to attend the boys' patshalas by the giving of rewards to the gurus. This excellent plan of providing for infant girls was devised by Baboo Bhoodeb, and the advantages over the separate aided school are obvious. It is not merely that the cost of the separate aided school (often a mere piece of machinery for providing a pundit with a Government salary) is saved; the girls learn far more in the patshalas than in separate schools. I would press on the District Committees to adopt a slight variation upon Baboo Bhoodeb's plan, which I found advisable some years ago, viz., not to give the reward to the gurus for so many little girls brought into the school, but a (larger of course)

reward for the girls who can read, write, and explain easy sentences in Bengali, *i.e.*, have attained our upper primary stage education. FEMALE EDUCATION.

"I trust that the time is close at hand when all Government grants for *infant* girls' schools will be cut off. As a Magistrate said, when Sir George Campbell was pressing separate schools for Muhammadans, 'the proper place for Muhammadans (and I say for infant girls) is the village patshala.'"

470. Dacca Division.—The Inspector, Dr. Robson, looks upon the progress of female education in the division as encouraging, and in this view the Commissioner, Mr. Peacock, concurs. The numbers of girls attending school have, during the last four years, been 394, 987, 1,589, and 2,559. The increase in the last year has been at the rate of 61 per cent.; the attendance of girls in girls' schools having increased by 19 and in boys' schools by 108 per cent. The increase in Dacca district has been mainly due to the plan adopted of rewarding the gurus at the rate of eight annas a month for every five girls showing progress. The same plan has succeeded in Backergunge, but has not been tried in Furreedpore, though the Deputy Inspector approves it.

471. In Mymensingh, gurus who have a fair attendance of girls receive increased grants, and the girls themselves are rewarded by prizes in cash, or in the form of books and slates, and when they are mere beginners, a small allowance of sweetmeats. There were 18 girls' patshalas in Mymensingh supported from the primary grant at an average cost of Rs. 3-8 each a month.

472. Tipperah has now 146 girls at school, but even this modicum of success is due greatly to the personal influence of the Magistrate, Mr. Alexander.

473. Dr. Robson is endeavouring to interest the girls themselves in their studies, by introducing into girls' schools "the daily practice of simultaneous musical recitation of the country tables and measures." The introduction also of the practice of reciting poetry singly and simultaneously to the simple chant used in the recitation of the Ramayan, is also stated to have made school work attractive to the girls.

474. The following additional particulars from Dr. Robson's report are interesting:—

"The greatest novelty, however, has been the introduction of music as a regular part of school routine. Bengali music, though not much appreciated by Europeans, has a wonderful power over the people of this country, and I hope the day is not far distant when it will become a regular part of our school machinery. There is no difficulty in finding songs suitable for school use, for the moral and descriptive poetical pieces in the ordinary text-books can easily be sung to popular Bengali tunes.

"The Dacca adult female school had fourteen ladies on the roll at the end of the year. That its condition is, on the whole, satisfactory will be seen from the remarks recorded in the visitors' book by the Director of Public Instruction when he visited the school on the 4th of April last, which I take the liberty of quoting—'I visited the adult school this day, and was much pleased with the results of the inspection. Twelve ladies were present, of whom four were in the commencement of their studies; four were advanced to the standard of the first class in good schools for girls, and four knew English as well as Bengali. One of those who knew English had learned the first book of Euclid and did the 47th Proposition of the First Book in a thoroughly intelligent manner. Dr. Robson has introduced singing, and the ladies sang with animation a song to a Bengali tune. I do not know music myself, but I welcome cordially every plan by which our schools may be made more attractive to the pupils. I congratulate the managers on what they have already done, and I wish them success in their future efforts. Attached to the adult school is a school for girls. They also took much pleasure in their singing.'

"Dacca, Backergunge, Mymensingh, and Tipperah have each zenana associations composed of the most enlightened native gentlemen of these districts, the object of which is to promote education behind the *purdah*.

"Like the University, these associations are mainly examining bodies. At the beginning of the year they prescribe text-books in literature, history, science, and arithmetic in different standards, which are studied by the ladies with such assistance as they can get from the male members of their families. At the end of the year, examinations are held by means of printed questions, and prizes, consisting of useful and ornamental articles, are awarded to those who display creditable proficiency. To prevent the use of unfair means, guards whose trustworthiness has been certified by members of the association, or by the inspecting officers of the district, are appointed to superintend the examinations. The Government contribution to these four associations amounts to Rs. 450 a year, and the same amount is raised by local subscriptions."

475. The Commissioner, Mr. Peacock, adheres to his former opinion that "mixed" patshalas are cheaper and more effectual engines for female instruction than special schools for girls, as they encourage a rivalry between the boys and the girls, which acts as a healthy stimulant on both. He nevertheless regards the zenana associations as decidedly useful. They are the means of offering instruction to many who would otherwise have to go without it, and they accordingly deserve encouragement and support.

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476. CHITTAGONG DIVISION.—The total number of girls attending school was 251—an increase of 66 over the numbers of the year before. The number of girls' schools has, however, fallen from six with 98 pupils to four with 68 pupils. The number of girls reading in boys' schools has risen from 85 to 183. In Chittagong, rewards to the amount of Rs. 51 were given to the gurus of 12 aided patshalas for teaching girls along with boys. The plan of rewarding the gurus for girls' attendance was adopted in Noakhally too late in the year to affect the annual returns. The Commissioner believes that, besides the open school instruction, there are girls married, as well as unmarried, receiving a fair amount of education in the zenana.

477. PATNA DIVISION.—The total number of girls at school is 164, of whom 74 are in special schools for girls and the rest in middle and lower schools. Of these 29 are Europeans or Eurasians. About 60 of the girls can read and write. Mr. Croft writes as follows regarding female education in Behar:—

"The genuine desire (or reluctance) of the people about the education of girls is shown by the number at school in boys' patshalas—about a dozen in every district, except Patna and Chumparun. In Patna, however, there is a little female education which does not appear on the returns. A tailor at Dinapore teaches 10 Mussulman girls as he sits at work. At Lai, near the Bihta railway station, an old woman teaches 30 or 40 girls Hindi. The people of that part are the most advanced in the district, and the Deputy and Sub-Inspector are convinced that 30 per cent. of the women of the Kaisth, Rajpoot, Brahman, and Baniya castes have some education; a few even read Ramayan. In Gya some rich men teach their daughters to sign their names: some years ago a girl from Deo in this district passed the vernacular scholarship examination. In Chumparun, many of the Kurmis about Bettiah (mostly servants of the Raj) teach their girls Kaithi, and even reading as far as Ramayan: they have applied for a school, which will be opened. A khidmutgar at Bettiah teaches 12 girls Hindi, Persian, the multiplication table, cooking, and basket-making.

"The whole question I consider premature in Behar. There is an almost universal aversion to the public instruction of girls, except amongst Muhammadans, and until English education is much more widely spread, the feeling will continue. I have, however, suggested, and many District Committees have accepted the proposal, that a guru's pay should be raised four annas for every girl he teaches."

478. BHAGULPORE DIVISION.—There were 456 girls at school, of whom 194 belonged to special schools for girls, and the rest to boys' schools. The number last year was 476. The Jamalpore European girls' school is the best. There are seven other schools, three for Bengali children at Bhagulpore, Monghyr, and Jamalpore. There is a girls' patshala at Monghyr, and three Missionary schools for Sonthal Christian children. A new Bengali school at Amjorah, in the Sonthal Pergunnas, and the Missionary orphanage at Narga, in Bhagulpore, with 56 boarders, have not been returned. Purneah has not a single girl at school. In a passage already quoted, Mr. Croft points to the Missionary bodies at work in the Sonthal Pergunnas as the most hopeful agency for promoting the education of Sonthal girls.

479. ORISSA DIVISION.—There were eight girls' schools in Orissa, of which seven were aided schools and one was not aided. There was also a zenana association. The total number of girls at school was 970 against 967 of the previous report. While the attendance in girls' schools has fallen from 834 to 714, that in the patshalas has increased from 114 to 236. The Joint-Inspector regards this as a certain proof of the preference given to patshalas over special schools for girls.

480. According to the Joint-Inspector, Ooryas dislike the idea of sending females, however young, to public schools for girls. He adds—

"The Ooryas are not averse to give some kind of education to their daughters at home. If a census were taken, it will without doubt be found that the proportion of educated adult females of Orissa is higher than that of any other division in Bengal; but our system of female education is not popular. They teach their daughters in their own way in their houses, or in the houses of their neighbours, and it is my firm belief that the education of girls can be carried forward by means of the patshalas to a degree hitherto unapproached, simply because it will not be a new thing to people who are extremely suspicious of all kinds of innovations. The patshalas are institutions of the country and people; they have all along been educating their daughters to a certain extent and up to a certain age in patshalas, and if we only give some sort of encouragement, much might be done for the primary education of girls; and when the number of girls primarily educated is sufficiently large, there will hereafter rise up in many parts of the country a spontaneous desire for separate girls' schools. No special measures have yet been taken to encourage the education of girls in patshalas. I have lately submitted to the District Magistrates a scheme for rewarding gurus in proportion to the number of girls they teach. I have not yet heard whether the scheme will or will not be accepted."

481. CHOTA NAGPORE DIVISION.—There are 730 girls at school, of whom 252 can read and write. The largest number of girls at school in one district is in Lohardugga, which has 328, and the smallest in Hazareebagh, which has 76. Only four girls have as yet reached the middle stage of instruction.

Very many of the Hindu girls are the children of Bengalees employed in the division. The Mundas and other tribes have a special prejudice against female education. The Mission schools have 380 girls, among whom there are Kol and Sonthal girls who are as sharp-witted as their Hindu sisters. Mr Garrett adds—" the success of these Mission schools seems to point the true way of spending money on female education in Chota Nagpore. FEMALE EDUCATION.

482. MUHAMMADAN EDUCATION.—The returns of the year show that out of a total number of 469,613 pupils of all creeds in Government and aided schools on the 31st of March 1876, the Muhammadan pupils numbered 91,223, or 19·4 per cent. The total number of Muhammadan pupils on 31st of March 1875, in Government and aided schools, was 87,917, or 20 per cent. of the whole number of pupils of that year, which was 436,098. Thus during the year under report there has been an increase in inspected schools of 3,306 Muhammadan pupils, or between three and four per cent.; while pupils of all creeds show an increase of 33,515, or between seven and eight per cent.; or comparing the increase with that reported a year ago, while the number of pupils of all creeds in Government and aided schools has increased during the year at very nearly the same rate as in the year previous, the number of Muhammadan pupils has increased at only half the rate at which it increased in that year. If we add the numbers attending private institutions the rate is somewhat improved; thus of 66,191 pupils of all creeds attending the unaided schools from which returns were received, 16,061, or 24 per cent., were Muhammadans. In the total population of Bengal, Behar, and Orissa the Muhammadans number 31½ per cent. MUHAMMADAN EDUCATION.

483. Excluding 868 pupils attending colleges, general and special, madrasahs, medical and survey schools, and law schools, and the School of Art (against 830 in the previous year), we have the following distribution of Muhammadan pupils in the several divisions, with the corresponding numbers of Hindu pupils :—

	Muhammadans.		Hindus.	
	1874-75.	1875-76.	1874-75.	1875-76.
Burdwan	5,770	6,571	93,371	103,358
Calcutta	774	1,215	5,876	7,706
Presidency	19,136	23,072	59,605	72,107
Rajshahye	26,000	22,400	32,265	22,150
Dacca	12,633	17,592	34,244	43,138
Chittagong	9,931	6,043	12,295	6,837
Patna	5,127	6,389	40,490	49,932
Bhagulpore	5,331	4,517	18,851	20,771
Orissa	1,463	1,426	17,416	17,168
Chota Nagpore	922	1,130	14,850	15,828
Total ...	87,087	90,355	329,263	358,995

Of the increase here shown, 96 per cent. of the pupils were in schools of primary instruction, and three per cent. in schools of secondary instruction; the small remainder, or 38 pupils, were in institutions of superior and special instruction. In other words the gain this year is confined to elementary schools, the numbers added to institutions above them being only 140 in all, or little more than one per cent. on the numbers returned for the year before last.

484. In colleges for general education the number of Muhammadan pupils has advanced from 53 to 61; in institutions giving special instruction in law, medicine, engineering, and surveying from 115 to 174; while in Madrasahs the numbers have fallen from 657 to 628.

485. The explanation of this small addition to the numbers in schools above the elementary class, as contrasted with the very encouraging returns of the previous year, is to be found chiefly in the fact that in that year the opening of the new Madrasahs, and the appropriation of a portion of the Mohsin Fund for providing teachers of Arabic and Persian in certain zillah schools, gave a sudden and sharp stimulus to higher education among Muhammadans, which could not be expected to exercise so powerful an influence in any subsequent years. While, then, it must be confessed that the too sanguine expectations expressed in the last annual report have not been realized, there is nothing in the experience of the year just past to discourage the hope that the reluctance of the Muhammadan community to the higher education offered them by Government is surely, if slowly, giving way. This will appear more clearly from the following paragraphs.

486. From the statement above showing the distribution of Muhammadan pupils in the several divisions, it would appear that there has been an increase everywhere except in Rajshahye, Bhagulpore, Chittagong, and Orissa.

487. In Rajshahye the decrease is without special significance, it having been general and in a considerably higher ratio in the number of pupils of other creeds, than in those of Muhammadans. The causes of this general decrease have been dealt with already under the heads of primary and secondary instruction. At present the number of Muhammadan pupils is only just equal to that of Hindus, while the proportion of Muhammadans to Hindus in the population is as three to one.

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488. In the Bhagulpore division the decrease was the result of the reduction in the number of aided schools in the district of Purneah. This reduction was made by the District Committee with a view to a more satisfactory application of the Government grants in aid of education, and has already been noticed in this report. In the other districts of the division the education of Muhammadans progressed satisfactorily. The percentage of Muhammadan pupils was 19, while the percentage of Muhammadans in the population is only 13. To Hindu pupils Muhammadans are as one to four, while in population Muhammadans are to Hindus as one to six and a half.

489. In Chittagong there was no real decrease, the number of Muhammadan pupils having in fact slightly increased in Chittagong and Noakholly. The explanation is that Tipperah was transferred during the year from the Chittagong to the Dacca Commissionership; and in instituting comparisons between the figures of the two years it is necessary to deduct the Tipperah figures from those of the former year. At present, while the population ratio of Muhammadans to Hindus is two and a half to one, the number of Muhammadan pupils is not quite equal to that of Hindu pupils.

490. In Orissa the decrease is very small, and is due to the withdrawal of aid from certain unimproving maktabs. Against the decrease in the numbers attending aided primaries must be set a slightly improved attendance in middle and higher schools. Moreover, the returns show that in Orissa there is a greater readiness to accept our educational system among the Muhammadans than among the Hindus, the proportion of boys at school to those of a school-going age being one to six among the former, while it is only one to seventeen among the latter.

491. As in Orissa and Bhagulpore, so in the Patna division, the question of Muhammadan education requires, at present at all events, no separate consideration. In the last-named division the total number of Muhammadans has increased by more than 26 per cent., which is greater than the increase among Hindus, the increase appearing most noticeably in the lower schools. In higher English schools the increase of Hindus has been 19 per cent.; of Muhammadans eight per cent. In the middle vernacular schools, as in those of Bhagulpore, the increase of Muhammadans is much higher than that of Hindus, being in Patna six per cent., against a merely nominal increase of Hindu pupils. It is deserving of notice also that three-fourths of the pupils in the Temple Medical School, and half those in the Patna Normal School are Muhammadans, as evincing a decided inclination towards special instruction. On the other hand, English schools do not seem to have attracted an increased number of Muhammadan pupils during the year, this being by contrast most remarkable in Shahabad, where vernacular schools are largely attended by them. Mr. Croft reports that in Gya this state of things is reversed, and that in English schools as many as 21 per cent. of the pupils are Muhammadans, while in the vernacular schools, lower or middle, the Muhammadan pupils are very few.

492. The following table shows the distribution of Muhammadans among the population and at school in the several divisions of Bengal Proper:—

Division.	Percentage of Muhammadans.	
	In population.	At school.
Burdwan	12·8	6·
Presidency	48·2	24·
Rajshahye	61·	50·
Dacca ...	62·	28·9
Chittagong	67·4	46·9
Total	48·8	30·6

493. In the previous year the percentage at school was only 24, so that we have here a decided advance. The returns from all these divisions show that the increase has been from the lower strata of society, and that the pupils are in lower vernacular schools. Thus in Burdwan nearly 5,000 of the Muhammadan pupils belong to the lower classes of society; in the Presidency 21,000 belong to the lower classes, and 20,000 are in lower schools; in Chittagong more than five-sixths are in lower schools; and the case of the other two divisions is similar.

494. Most of the divisional reports of Bengal Proper, as well as the Orissa report, express very little hope of the maktabs. They are described both by Inspectors and Magistrates as educationally worthless and unimprovable, and it would certainly seem unwise to aid any maktabs in Bengal Proper in which Bengali is not made the staple, anything else to be treated as an accomplishment. In Behar, very many maktabs gladly receive aid on condition of teaching Urdu, the most successful being in Shahabad and Durbhunga: in Sarun and Gya, however, they consent in general to teach only Persian, and the Magistrate of the latter district is very rightly reluctant to aid them. Only 12 Gya maktabs in fact are aided; in Durbhunga, on the other hand, and chiefly in the Madhubani sub-division, as many as 74 are in receipt of subsidies, and are attended in equal numbers by Hindoos and Muhammadans. The Madhubani maktabs are described as excellent schools.

495. Of all measures yet devised for the advancement of Muhammadan education the most successful has been that of Madrasahs supported from the Mohsin Fund, with the part payment of fees of deserving Muhammadan boys in zillah schools. MUHAMMADAN EDUCATION.

496. In the case of the Madrasahs a good deal of discussion has taken place during the year regarding the proper course of studies to be pursued in them. Mr. Blochmann, the Principal of the Calcutta Madrasah, who was deputed to go round and inspect the several mofussil Madrasahs, seems to have been under the impression that Government desired to lay down a systematic course to be followed in all the Madrasahs alike—to establish, in fact, side by side with the general system of education throughout the country a second and a special one for Muhammadans. Such a view of the intentions of Government is obviously opposed to the letter no less than to the spirit of the resolution of July 29th, 1873. In that resolution, while the precise determination of the course of studies was left in the case of each Madrasah to the local committee of management, most unmistakable indications of the wishes of Government were given in such declarations as this,—"We should teach at Madrasahs such Persian and Arabic, and a reasonable amount of Muhammadan law and literature, *as the students may wish to learn; and we should give special facilities to Madrasah students who may elect to take the ordinary course of English study.*"

497. In view of these very clear declarations of the wish of Government, as well as of the unmistakable desire on the part of a large number of the Madrasah students, I fully concur in the protests entered by Mr. Ewbank, the Superintendent of the Dacca Madrasah, and by Dr. Robson, the Inspector of Schools, against any attempts at present to introduce a hard-and-fast uniformity in the teaching of the new Madrasahs. Dr. Robson writes as follows of the Dacca Madrasah :—

"The course of study for the past year in Arabic included literature, grammar, rhetoric, logic, and Muhammadan law, in addition to which geometry and arithmetic, on the European system, were taught at the express wish of the Muhammadan members of the Madrasah Committee. The course of the current year includes all these, and in addition physics and metaphysics, dialectics and theology. The excessive orientalism of the course is not in accordance with the views of the Madrasah Committee or the wishes of the students. It has been introduced with the view of assimilating the studies of the Dacca Madrasah to those adopted at Hooghly and Calcutta, without due regard to the wants and wishes of the Muhammadan community of Dacca and its neighbourhood. The difficulty and extent of the new Arabic course will add immensely to the difficulties which were experienced last year in combining it with the study of English. During the past year, when the Arabic course was easier, the students learning English more than once presented petitions to the Superintendent praying for a lighter course in Arabic, in order that they might have more time to devote to their English studies. Finding that nothing was done to give them relief, some of them reluctantly abandoned the study of English altogether, others left the Madrasah and joined English schools; the remainder are bravely struggling on, striving to perform impossibilities in hopes that relief may come soon. This state of matters is one that urgently calls for a remedy."

498. In support of this view the Dacca Madrasah report asserts that the Muhammadans of the town of Dacca, and those belonging to respectable families in the surrounding districts, wish their sons to learn English. They wish, however, as much Persian and Arabic to be learnt as is necessary to entitle a man to be looked upon as a gentleman in their own society. I certainly agree with those who see no insuperable difficulty in the way of arranging a course of studies for any of the new Madrasahs, where such wishes are entertained by the Muhammadan community. The Bengal Government has finally decided that the real interests of the Madrasah students are not to be sacrificed to a supposed necessity for a uniform course of study in all the Bengal Madrasahs. The difficulty of conducting the annual examinations of the several Madrasahs may be surmounted without requiring any such identical course of study.

499. During the year the grants from the Mohsin Fund for the payment of two-thirds of the fees of Muhammadan pupils were doubled for Kishnagurh College and for Midnapore, Bauleah, and Chittagong High School—that is, they were raised from Rs. 250 to Rs. 500 a year. Further, a new grant of Rs. 500 a year was sanctioned for Bogra, which has a large Muhammadan population. Of the grant of Rs. 800 given to the Burrisal School Rs. 260 has been set aside for the establishment of Mohsin scholarships for Muhammadan boys already in the school and distinguishing themselves there.

500. *Calcutta Madrasah.*—The number of pupils on the rolls of the Madrasah and its attached school on the 31st March for the last two years is shown below :—

	1875.	1876.
Arabic Department	195	227
Anglo-Persian Department...	409	407
Colinga Branch School	305	357
Total ...	909	991

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501. The Anglo-Persian Department again shows a small decrease, while the Arabic Department and the school continue the increase of the two previous years, and show each a larger roll number than in any previous year. The largest number ever shown by the Anglo-Persian Department was 432 in 1874. Of the schoolboys, 221 learn English, and 25 pupils of the Arabic Department join the classes of the Anglo-Persian Departments for instruction in English reading and writing. So that of the total 991 pupils, 653 are learning more or less of the English language.

502. Of the whole number of pupils only nine are Shiahs, the rest being Sunnis. Eastern Bengal sends one-third of them, chiefly to the Oriental Departments; Calcutta and its neighbourhood send rather more than one-third, chiefly to the English Departments; about one-sixth, almost all English students, come from the Western and Central districts; and the remaining one-sixth is made up from all other parts of India.

The upper classes of society furnish only three pupils, the lower classes 180, and the middle classes the rest.

503. The expenditure on the Madrasah and its attached school during the year was as follows:—

	Rs.	A.	P.
Arabic Department	11,622	0	3
Anglo-Persian Department	19,300	0	3
Branch School	3,965	11	2
Total ...	34,887	11	

To meet this expenditure there was, exclusive of Mohsin scholarships, the annual grant of Rs. 35,000, a regrant to the branch school of Rs. 415-5, and fees to the amount of Rs. 7,133-11, of which Rs. 1,038-3 were collected in the Arabic Department, Rs. 4,917-10-6 in the Anglo-Persian Department, and Rs. 1,177-4 in the branch school. The unexpended balance for last year was therefore Rs. 7,661-4-10.

504. The Mohsin scholarships are 29 in number—16 tenable in the Arabic Department, and amounting to Rs. 112 a month; nine tenable in the Anglo-Persian Department, amounting to Rs. 36 a month; four Anglo-Vernacular, awarded and tenable in the branch school, and amounting to Rs. 12 a month, making a total of Rs. 160 a month.

505. Mr. Blochmann reports increasing interest shown by Muhammadans in education, while, on the other hand, he continues to be dissatisfied with the diligence of the students. He reports on these two points and on the three departments of the Madrasah as follows:—

"Several parents during last year gave substantial proofs of the interest they take in the progress of the students. Nawab Amir Ali Sahib Bahadoor gave a prize of Rs. 36, which has been awarded to a student of the third class, Arabic Department, for general proficiency. Moulvie Ashrafuddin Ahmed Sahib, Mutawali of the Hooghly Imambara, gave two prizes of Rs. 36 and Rs. 24 for proficiency in history and geography, which were gained at the last annual examination by two students of the second and third classes of the Anglo-Persian Department. Moulvie Farkhundah Akhtar Sahib of Chittagong gave to two students of the Arabic Department two prizes of Rs. 12 and Rs. 8 for proficiency in Persian literature. An ex-student of the Madrasah, and formerly teacher in the institution, gave a prize of Rs. 16 to a senior student of the Arabic Department for proficiency in Muhammadan law. Moulvie Abdool Khaliq, Librarian of the Delhi MSS., has again, as during last year, presented five copies of Nisai's valuable work on Muhammadan tradition, to be given as prizes to students of the Arabic Department.

"In last year's report I mentioned the early removal of our English students from the upper classes as one of the greatest obstacles to their progress. For the last eight years the comparatively small number of students in the upper classes has been reported on. His Honor, in February last year, addressed the boys of the third class on this very subject, and plainly set before them the necessity of continuing their studies at least to the entrance examination. On the day of His Honor's visit the strength of the class was 42; and in December last the number instead of having fallen, had risen to 49. It seems therefore as if a change for the better had set in. During last year, for the first time, the number of the students, especially in the higher classes, remained constant, and there were less withdrawals than in previous years. Should this improvement continue, the number of students attending our entrance class will in a short time double, and bear a better ratio to the total strength of the department than it now does.

"I am not yet satisfied with the diligence of the students of the upper classes. At the annual examinations the boys of the lower classes do better than those of the upper. Thus of the 49 students that were in the third class in December only 18, and of the 29 of the second class only nine, were found fit for promotion. Our senior boys work too little at home, and many of them, though they have relations in Calcutta, are entirely left to themselves. They neither persevere nor do they work uniformly. Even our best boys that carry off Government and Mohsin scholarships do not distinguish themselves in the higher examinations.

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They very rarely pass the F. A. examination in two years after the Entrance; they mostly break down in the third or fourth years, and are urged by their parents to look out for employment.

"But in point of diligence, too, I can conscientiously say that the boys whom we have now in our upper classes are better than those we had six or eight years ago."

506. "(A.) *Arabic Department.*—The department continues in good working order. The behaviour and the attendance of the students, mostly grown-up men, are satisfactory. In last report it was remarked that the number of Oriental students would eventually decrease in consequence of the establishment of the Dacca and Chittagong Madrasahs. This year, however, the number of the students of the Arabic Department has unusually increased. The attractions of the metropolis and the comparative ease of obtaining "jaghirs," or board in private families, but especially alterations in the course of study, account for the increase in the number of the students.

"The course of study has been completely remodelled, though many of the old text-books have been retained. I have laid down a course extending over nine years, of which three are devoted to the preparatory portions taught in the Oriental Department of the branch school, and six to the College course of the Arabic Department. There is still too much logic to be taught; but it is the favourite subject, and neither the students nor the Moulavies are willing to decrease the time allowed for it. I trust it will eventually give way to Oriental literature or to modern science. The course laid down for Persian, though higher than that of the preceding years, is still capable of improvement. Our students have hitherto been very deficient in Persian.

"Arithmetic taught in the vernacular has been made compulsory, and is taught during this year as high as the fourth class. I look upon this innovation as a great step made towards further progress. The instruction given in the Arabic Department is purely philological, such as it was years ago in the Latin schools in Europe. Hence modern sciences should be introduced gradually and cautiously. Sudden reforms, well meant as they may be, would only break up the department. This was nearly the case in 1872, when, in consequence of the sudden alterations in the course of study recommended by the last Madrasah Committee, the number of the students fell to about *sixty*. The alterations were in time withdrawn; the department gradually revived, and since the introduction of the present suitable course, has been more numerously attended than it has been during the last twenty years.

"Several Arabic students join for one or two hours in the day the English classes of the Anglo-Persian Department; and three students, who passed through the college and have undergone the final examination, read at present, at some inconvenience to themselves, the whole English course; several old Madrasah students from Hooghly have also joined the Anglo-Persian Department. I use every means to encourage such students.

"The half-yearly examination of the department was held in July last. The annual examination, which was held in December, extended over five days. I examined the students of the higher classes, as also those of the Hooghly and Dacca Madrasahs, in Arabic literature, and the Head Professor and the other Moulavies examined in the other subjects. The examination in former years extended over three days; in 1873 I added a day for Persian literature, and since 1874 the knowledge of the students has been further tested by translations from books not read in the classes. The examination is held according to the system followed by the examiners of the Calcutta University. The results of the last examination were very favourable. Of 159 students 95 passed, 46 in the first division, 23 in the second, and 26 in the third.

507. "(B.) *Anglo-Persian Department.*—The quarterly examinations of all classes were held during last year as usual. The annual examination was conducted by myself and the senior English and Oriental masters. The results in the lower classes were, as usual, better than those in the upper classes, as will be seen from the following table:—

Class.	Number of students that gained more than half marks.	Number of students that gained more than one-third.	Below one-third.	Absent	Total.
2	2	7	19	1	29
3	4	12	23	10	49
4	9	3	22	11	45
5	12	4	12	6	34
6	27	7	7	6	47
7	27	12	4	1	44
8	16	5	3	6	30

"Eleven candidates went up for the Entrance Examination, and seven passed, viz., one in the first, and the remaining six in the second division. The failures were all in mathematics. The first boy obtained a junior Government scholarship, and the two next highest junior Mohsin stipends.

508. "*Gymnasium.*—The gymnasium continues to be fairly attended. The attendance is best in the beginning of the year, but the rains generally cause the classes to break up. The exercises are, on the whole, confined to the Anglo-Persian Department; only a few of the Arabic students take an interest in gymnastics.

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509. "(C.) *Colinga Branch School.*—The English and the Oriental Departments of this school are fairly progressing under Mr. Cleghorn. The highest class of the former sent this year twelve students to the fourth class of the Anglo-Persian Department, and of the latter, 29 students joined the Arabic Department. The branch school has thus, for the first time, become a feeder of the Calcutta Madrasah. The four Mohsin stipends of Rs. 3 each, which are tenable in the Madrasah, were competed for at the last annual examination: they are a great encouragement.

"The course of study is the same as that of the junior classes of the Anglo-Persian Department.

"The maximum number of Oriental pupils who attended some of the English classes was 23, but by the end of the year the number had fallen to 10. Those who discontinued did so chiefly from their inability to learn English in addition to their Oriental subjects.

"The annual examination was held in December last, and was conducted by myself, the head-master of the school, and the senior masters of the Madrasah. The results were very fair, as the following table will show:—

Class.	Number of students that gained more than half marks.	Number of students that gained more than one-third marks.	Below one-third marks.	Tota
1	9	4	3	16
2	5	3	3	11
3	11	7	6	24
4	15	11	12	38
5a	13	7	21	41
5b	10	12	38	60
Upper Oriental...	21	17	39	77
Lower ditto .	9	4	17	30

"The students of the Branch School attend the gymnastic classes of the Madrasah."

510. *The Hooghly Madrasah.*—This Madrasah used to receive its supply of pupils for the most part from Chittagong and Eastern Bengal. The establishment of Madrasahs at Dacca, Chittagong, and Rajshahye have diverted this supply, and it is probable that the time is not far distant when, from want of pupils, it will be found necessary to close the Hooghly Madrasah altogether. This necessity will be regretted by many, as Hooghly was the place where resided Haji Mahomed Mohsin who left the endowment. Indeed, a petition based on this ground has already been received from the inhabitants of Chinsurah, Hooghly, and Chandernagore, protesting against the anticipated closing of the Madrasah, and suggesting remedies for its improvement. These suggestions were merely in the way of increasing the number of free boarders in the hostel; and in the face of the fact that of a total of 16 students 11 are either free boarders or scholarship-holders, they can hardly be allowed any great weight. On the contrary, it was deemed proper, in consequence of the falling off in the number of pupils, to reduce the grant from Rs 7,200 to Rs. 3,600 a year.

The tuition fees collected during the year amounted to only Rs. 101-8.

511. *Rajshahye Madrasah.*—This Madrasah was opened in April 1874. The building has not yet been begun, though the Superintending Engineer is preparing the plan. The permanent annual grant is Rs. 7,000, and in addition to this a sum of Rs. 1,000 was sanctioned out of the surplus of the preceding year for the purchase of furniture and books. A sum of Rs. 285-4 was collected as tuition fees. And lastly, Rs. 150 was advanced by Government, Rs. 80 being subsequently paid back for the construction of temporary lodgings for the boarders. Of these total receipts Rs. 7,424-1-4 were expended during the year ending the 31st March 1876; that is, a sum of Rs. 7,138-13-4 was actually drawn from Government.

512. The number of boys on the rolls on the 31st of March was 75, but the number varied between 80 and 114 during a great part of the year. The report explains this decrease partly by the transfer of 14 boys to the high school there to finish their instruction in English, and partly by the prevalence of sickness.

Of the pupils, 22 are free boarders, and 21 are boarders paying Rs. 2 a head: they are accommodated at present in the temporary houses referred to above.

513. The Superintendent says that one hour a day is not sufficient to enable those pupils who desire it to learn English, and this is unquestionably true. But the way to overcome this obstacle is not to forbid English teaching to those who ask for it, but to devote more time to it. The Superintendent fears that many religious teachers use their influence to prevent the people from sending their children to the Madrasah.

514. The standard now attained for Persian and Arabic is that of the fourth class of the Calcutta Madrasah. The results of the annual examination were considered satisfactory, and 13 of the pupils were rewarded with scholarships or prizes.

515. The following districts supplied the Madrasah: Rajshahye sent 38 pupils, Murshedabad 18, Dacca five, Patna five, Nuddea three, Bogra two, Burdwan, Noakholly, and Mymensingh one each. Sixty of them belonged to the middle, and the rest to the lower classes of society.

516. *The Chittagong Madrasah.*—This Madrasah was opened in April 1874, but no house has yet been built. At the end of the year under report it had 160 pupils on the rolls, 28 being boarders. Of these four belonged to the upper, 149 to the middle, and seven to the lower classes of society. Natives of the sudder sub-division number 129, Cox's Bazar supplies nine, Noakholly 14, and Tipperah eight. The Superintendent complains that the limited house accommodation and the weakness of the instructive staff have made it necessary to refuse admission to numerous applicants.

517. The studies of 95 of the pupils are confined to Persian and Arabic; 65 learn a little English in addition to the Oriental course. There are six classes in the Oriental Department, taught by the Superintendent and three assistant Moulavies. The first class, consisting of 13 young men from 18 to 24 years of age, read, as at Rajshahye, the standard of the fourth class of the Calcutta Madrasah.

518. There is only one master to teach all the English classes. He is paid by the extra fees imposed on all who take up that subject, together with Rs. 5 from the contingent allowance. When the English classes were opened in September last, they were joined by 90 of the pupils, but in March the number had fallen to 65. The Superintendent ascribes the decrease to the difficulty which students of limited means have in paying the extra fees. It certainly does not appear quite in accordance with the wishes of Government to exact just double the usual fee from all those students who desire to read English for one hour a day. The Committee would appear to entertain somewhat original opinions on what constitute the "special facilities" for such studies recommended in the Resolution. In the Dacca Madrasah no extra fees are paid by those who study English.

519. The Superintendent rightly enough points out that the four teachers at present in the Madrasah are not enough for six classes. He proposes to provide for two additional Moulavies by raising the fees of the lower classes from two annas to four annas—a proceeding which he considers will excite no discontent; and he also suggests that something might be granted for this object from the accumulated savings of the contingent assignment. These questions are for the Committee's decision, but I notice it because it *is* a difficulty in all our new Madrasahs, attended as they are by children of nine and 10, as well as by men of 25 or 26, whom it is impossible to group together into a small number of classes.

520. *The Dacca Madrasah*, which was opened in March 1874, still continues to occupy temporary premises rented for the purpose, the new building not being yet commenced, owing to the insufficiency of the funds at the disposal of the Committee. The deficiency of nearly Rs. 10,000 has at last been nearly made up, partly by subscriptions and partly by the savings from the annual grant, and the work will probably be put in hand without much further delay. The Superintendent reports:—

"At the end of the year there were 150 on the rolls, of whom 26 were boarders and the remainder day-scholars. The boarders pay at the rate of Re. 1-8 a month, one-half of the average cost of their messing charges. The day-scholars pay tuition fees at the rate of eight annas a month in the upper classes and four annas in the lower. The total income amounted to Rs. 10,240-2, made up by the Government grant of Rs. 10,000 and Rs. 240-2 from fees. The total expenditure was Rs. 8,294-1-2.

"The studies of 89 of the 150 pupils are confined to Arabic and Persian: 61 combine the study of English along with the Oriental course. Of the 61 who learn English, 11 boys, who have advanced beyond the standard of the fifth class, attend the Dacca collegiate school; the remaining 50 are taught English one hour a day in the Madrasah by the English master."

The imposition of fees at first caused a considerable diminution in the number of pupils, which was 169 in the year preceding the one under report; but no fears are entertained of any continuance of this retrogression.

521. The Dacca Madrasah has attained a higher standard than the other new Madrasahs, the course of the highest class corresponding with that of the second class of the Calcutta Madrasahs. During the year the course in Arabic and Persian was still more closely assimilated to that in the Calcutta and Hooghly Madrasahs; and those students who desired to read English were consequently at a greater disadvantage than ever. This change was made by Mr. Blochmann's advice, and during the current year it was proposed by him to introduce a still more severe Oriental course—Arabic philosophy, theology, and dialectics being among the new subjects. It is reported that this scheme was adopted by the Committee with modifications, though their nature is not explained.

522. What is remarkable about these changes is, that it would appear from the Superintendent's report that they were introduced in the face of the most decided desire on the part both of pupils and of parents that English should be taught. The boys themselves petitioned for a lighter course in the Oriental subjects; and many of them are reported by the Superintendent to have held their own in spite of all disadvantages, when examined with the collegiate school boys of their own standing. However, the decision in all these matters is wisely left with the Madrasah Committees, which are mainly composed of the most influential and intelligent Muhammadan gentlemen in each neighbourhood.

NORMAL SCHOOLS. 523. NORMAL SCHOOLS.—The number of Government normal schools at work in 1875-76 was 42 against 40 in the previous year. The increase was due to the establishment of a first grade school at Ranchi and of a third grade school at Motihari. The number has since been reduced to 32, in accordance with the Lieutenant-Governor's minute of 9th September 1875, and the instructions based thereon. The number of aided normal schools was 16 with 725 pupils. Of these, 11 are for masters and five for mistresses, against 10 normal schools for masters and six for mistresses returned last year. The 42 Government normal schools taught 1,381 pupils, of whom four were Christians, 1,018 Hindus, 272 Muhammadans, and 87 others. The Government expenditure on these schools amounted to Rs. 1,35,078. The cost to Government per head was therefore nearly Rs. 98 per annum. The 11 aided normal schools for masters taught 647 pupils at a cost of Rs. 9,321 to Government, which is at the rate of Rs. 14 per pupil. The total cost of these schools was Rs. 24,431. The five normal schools for mistresses taught 78 pupils at a total cost of Rs. 14,649, of which Rs. 5,428 were contributed by Government. The cost to Government was therefore about Rs. 70 per pupil per annum.

524. The history of normal schools in Bengal presents several features of interest. The first normal schools established after the receipt of Education despatch of July 1854 were those at Calcutta, Hooghly, and Dacca. They were designed to prepare teachers for the middle class vernacular schools established mainly under the grant-in-aid system. As the system of education inaugurated by Government began to expand, it was found that the demand for teachers could not be fully met by the existing normal schools, and new ones were opened in several districts. The number of normal schools received a large addition in consequence of the introduction of the scheme of patshala instruction put forward by Baboo Bhoodeb Mookerjee. The normal schools were divided into two classes, viz., those for the training of pundits, and those for the training of gurus. The so-called gurus, however, were educated to a very respectable standard.

525. Sir George Campbell, however, after setting his own scheme of primary instruction on foot in September 1872, formed the opinion that the normal schools could not furnish the kind of teachers required for the lowest patshalas. He considered that the chief duty of the normal schools was to turn out teachers for primary schools, and that this object had been to some extent lost sight of. He was also led to believe that the cost of the normal schools was too high, and that by a redistribution of expenditure, the number of these schools could be multiplied, and their efficiency, as institutions for the training of the lowest class of teachers, be largely increased.

526. The grant for normal schools was for 1872-73 Rs. 60,000 for four higher class, and Rs. 1,04,000 for 23 lower class schools, or Rs. 1,64,000 for 27 schools of both kinds. With this total grant Sir George Campbell proposed to establish nine first grade, 22 second grade, and 16 third grade schools, those of the two lower grades being exclusively devoted to the instruction of the lowest patshala teachers, and half the stipend allowance of the first grade schools being devoted to the same purpose. In the place of 25 normal schools actually in existence, Sir George Campbell set up 47 schools of a lower class. The Inspectors of Schools generally considered that, under the new system, which discouraged any teaching beyond the merest rudiments, the money was not laid out to the best advantage. They represented the necessity of raising the standard of instruction, and the establishment of pundit classes in all second grade normal schools, as the middle class schools were badly in want of competent teachers The Government of Bengal was, in consequence of the Inspectors' reports, led to the belief that the second and third class normal schools were not worth keeping up in their present condition.

527. Accordingly, in a minute, dated the 9th September 1875, the Lieutenant-Governor reviewed the question of normal school provision for the training of vernacular teachers. His Honor was of opinion that, at least in Bengal Proper, teachers for the primary and lower vernacular schools could be supplied in abundance from the classes educated in the middle schools of the country, and that, therefore, normal schools for the training of elementary teachers could be gradually closed without injury to the cause of vernacular education. The first grade normal schools, however, occupied the position of vernacular colleges, and they trained masters for the middle class schools scattered throughout the province. His Honor therefore desired that these first grade normal schools should be maintained in a state of full efficiency, and that second and third grade schools should be kept up on a reduced footing in Behar, Orissa, and Chota Nagpore, where the supply of teachers for primary and lower schools from other sources was not equal to the demand. His Honor doubted, however, whether one first grade normal school would not suffice for the Burdwan and Presidency divisions, and also for the Bhagulpore and Patna divisions. It was further the wish of His Honor that no stipends should be granted to lads merely to induce them to study at the first grade schools; but, in lieu of such stipends, scholarships should be established, to be given as rewards to meritorious students. The following rules have been accordingly issued with this object:—

I.—Young men of the age of 15 years and upwards, who pass the vernacular scholarship examination, may be admitted into normal schools without any further examination.

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II.—In the event of a sufficient number of admissions not being made under Rule I., it will be in the power of the head master of the normal school, acting under the orders of the Director of Public Instruction and the Circle Inspector, to invite by public advertisement such candidates as may desire to be admitted, and to subject them to an examination of equal difficulty with that for vernacular scholarships.

III.—The examination under Rule II. is to be held so soon after the result of the vernacular scholarship examination is known as may be most conducive to the benefit of the normal schools, and not later than the 1st February each year. The annual examination will ordinarily be held in December.

IV.—A limited number of normal school scholarships will be awarded to those students who most distinguish themselves at the annual examination in December. Such scholarships will be of the value of Rs. 3 a month each, but a scholarship may be raised to Rs. 4 a month if the holder of it distinguishes himself in the examination of the following year. No normal school scholarship will be awarded to any student who shall not have studied at the normal school for at least one year.

V.—Scholarships will be liable to forfeiture or reduction for misconduct or want of sufficient progress in study on the part of the holder, with the sanction of the Circle Inspector.

VI.—Deductions from scholarships for absence from school shall be made in accordance with the rules and practice of the Education Department.

VII.—All students of normal schools shall be eligible for normal school scholarships if they acquit themselves creditably at the annual examinations of the normal schools. Those who actually hold vernacular scholarships will be allowed to retain their scholarships in addition to the normal school scholarships.

VIII.—Scholarship-holders shall not be required to pay any tuition fees, but all other pupils of the pundit department shall pay a fee of eight annas a month at Hooghly, Calcutta, Dacca, and Bauleah, and four annas a month at the five remaining schools.

528. These rules introduce several important changes. The first of these is the abolition of the stipends, and their re-grant as scholarships tenable only after a year of study—an innovation against which protests have been made by some of the local authorities. The levy of a fee from non-scholarship-holders was also deemed to be a part of the revised scheme; and, in full accordance with the view taken of these normal schools as vernacular colleges, it was decided that their students should be in no way restricted in their subsequent choice of a career. It is to be hoped that the operation of Rules IV. and VIII. will not stop admissions to normal schools, as there is certainly grave reason to apprehend; and that any falling-off in numbers which may take place at the outset will gradually be made up as the rules are better understood. The allotment of scholarships for the first grade normal schools is as follows:—

	Rs.		Rs.
Hooghly normal school	200 a month.	Chittagong normal school	100 a month.
Calcutta ditto ditto	120 "	Bhagulpore ditto ditto	100 "
Bauleah ditto ditto	100 "	Cuttack ditto ditto	100 "
Dacca ditto ditto	120 "	Ranchi ditto ditto	100 "

These allowances are less than those hitherto enjoyed by the schools.

529. At the same time, to invite persons to qualify themselves for the profession of teacher without a regular course of normal training, the Lieutenant-Governor directed that examinations be periodically held for testing the qualifications of candidates for vernacular masterships of the several grades. I append extracts from the rules that have been since framed to carry out these instructions.

I.—Candidates for vernacular masterships may present themselves for examination at any first grade normal school.

II.—The examination shall be held in December every year concurrently with the annual examination of the normal schools of the first grade, and the same papers of questions that are set to the students of the normal schools shall be set to the candidates for masterships.

III.—The examination shall be conducted in three different standards of study corresponding to the three years' course of the normal schools, and all candidates that pass shall be arranged in three grades, each grade having the subdivision of high, medium, and low, according to the proficiency of the candidates.

IV.—A candidate who obtains 60 per cent. of the total marks and upwards shall be entitled to a certificate of high proficiency in each grade; one who obtains 45 per cent., and less than 60 per cent., shall have a medium certificate; and one who obtains 33 per cent., and less than 45 per cent., shall have a low proficiency certificate.

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V.—No vernacular master shall after January 1877 be appointed to the head vernacular mastership of any middle class school who cannot produce a certificate of having passed the teachership examination in the first grade without the special sanction of the Circle Inspector.

VI.—Candidates who pass in the second and third grades shall be eligible to assistant vernacular masterships in middle schools, and to all vernacular teacherships in lower schools and girls' schools.

530. I watch with interest the gradual development of the scheme here put forward, as upon its success will greatly depend the future efficiency of the middle class schools. It may, however, still be doubted whether sufficient provision has even now been made for all the wants of middle class schools. The objections that had been raised to the normal schools of the second and third grades were chiefly based upon their inapplicability to the purposes for which they were established. While they were strong enough to train pundits, and in many cases actually did so train them, they were condemned as extravagant when utilized for the training of gurus only. Their abolition removes, indeed, this last objection, but only to leave the older difficulty in stronger force, by largely diminishing the number of those schools in which pundits were actually trained. The new normal schools for pundits are much inferior in attractiveness to those of former days, while their numbers have been considerably reduced. Unless, therefore, pupils join these schools in unexpected numbers, difficulties will doubtless be felt. The Circle Inspectors are unanimous in the conviction that the present arrangements do not provide for a sufficient supply of teachers.

531. The grant for normal schools, which amounted to Rs. 1,64,000 in 1872-73, and has been gradually undergoing reduction from year to year, was reduced from Rs. 1,47,686 in 1875-76, to Rs. 85,000 in 1876-77. The demand of middle class schools for teachers still continue unsatisfied, and in the matter of normal school instruction, the department has almost returned to the point from which it started in 1858.

532. In accordance with the wishes of the Lieutenant-Governor, the annual competitive examination of the normal schools in Bengal has been restored. The department will now again be in a position to compare the relative efficiency of the different schools, and to devise measures for the improvement of those that are least advanced.

533. BURDWAN DIVISION.—There are three normal schools in the division, viz., one of the first grade at Hooghly, and two of the third grade at Midnapore and Burdwan, the schools at Beerbhoom and Bankoora having been abolished before the close of the year. The monthly cost of the Burdwan normal school has been reduced from Rs. 270 to Rs. 130, and that of the Midnapore school from Rs. 481 to Rs. 204. The aggregate saving effected in this division amounts to Rs. 857 a month, or Rs. 10,284 a year. The Magistrate of Burdwan writes—"I think it a matter of regret that the sums allotted for the maintenance of the normal school are so repeatedly cut down. In the last two years there have been no less than three reductions." The Burdwan normal school has been subsequently closed to meet the imperative call for further reductions. The Inspector reports that the Bankoora normal school has been abolished after an existence of three years, during which it trained 81 village teachers. The Deputy Inspector laments the extinction of the school, and speaks favourably of the Magistrate's scheme to provide for the training of gurus in the several vernacular schools of the district at a cost of only Rs. 700 per annum. There is an aided normal school at Midnapore, under the management of the American Missionaries, for training Sonthal teachers. The Inspector says that "this training is being much better done than could be expected under the circumstances."

534. CALCUTTA.—There were last year the Government normal school and three aided schools for mistresses, two under Christian management. These three schools cost Government Rs. 3,718, and altogether Rs. 11,564; and they trained 58 pupils—23 Christians, 10 Hindus, and 25 Brahmos. There is an increasing demand for school mistresses in Bengal, and it is to these schools that we ought to look for the supply. Many of the pupils, however, do not take up any teaching work after their training. The Government school for masters was opened in 1855. Last year there were 74 pupils, 51 in the pundit and 23 in the guru department, against 91 in the two departments last year. The average attendance was 53, against 52—a great improvement. The guru department has been closed under orders of Government. It is to be hoped that the pundit department will not be touched until an equally efficient system of training our higher class pundits has been devised.

535. I have already referred to the injury done to the model school attached to the normal school by the rumour prevalent at the beginning of the present academical year, that the normal school establishment was to be transferred to Hooghly. Much of the popularity of the school depended on its being under official management, and, believing that its connection with Government was about to cease, many withdrew their children. Whatever be the ultimate decision of Government as to the propriety of amalgamating the training classes with those at Hooghly, there is no reason for changing the management of the "patshala" attached to the English and vernacular departments, which are, respectively, the best middle English school and the best middle vernacular school in Bengal.

The expenditure of the Calcutta normal school has been reduced from Rs. 730 to Rs. 550 a month under the recent orders of Government. NORMAL SCHOOLS.

536. PRESIDENCY DIVISION.—Mr. Garrett reports that, during the year, the four normal schools at Baraset, Kishnagurh, Jessore, and Berhampore were reduced to the lowest point consistent with efficiency. No pundit classes now exist. The aggregate expenditure has been reduced from Rs. 985 to Rs. 600 a month, and still further reduction is contemplated, as the Magistrates of Nuddea and Jessore are willing that the school should be closed altogether, and their districts left for the supply of teachers to the examinations. The Inspector, however, fears that the reduction of the normal schools has been premature. Looking to the very low qualifications of the masters at present employed in Jessore and Murshedabad, he doubts very much whether the middle and higher schools will, in those districts at all events, turn out for us a sufficient supply of teachers competent to take charge of middle schools; while the supply of trained pundits from the few first grade normal schools in Bengal will by no means meet the demand for a long time to come. Mr. Garrett, however, thinks that it would probably be better to close the schools altogether than to maintain them with an insufficient establishment. Orders have already been issued for closing the Kishnagurh normal school.

537. RAJSHAHYE DIVISION.—Every district of this division, except Darjeeling, had a Government normal school. They were located at Bauleah, Pubna, Rungpore, Dinagepore, Bogra, Maldah, and Julpigori, and their monthly cost was Rs. 1,833-8. After carrying out the reductions ordered by Government, there remain the schools at Bauleah, Rungpore, and Julpaiguri, costing Government Rs. 710 a month. The difference between the present and the former cost is Rs. 1,123-8 monthly, or Rs. 13,482 per annum. Mr. Clarke writes as follows in regard to normal schools:—

"Under Sir George Campbell's arrangements, a normal school for gurus was to be placed in every district. The existing pundit normal schools, and Bhoodeb training patshalas were degraded to this standard.

"For teaching Sir George's guru standard, a very second-rate pundit on Rs. 15 would have sufficed; but Sir George employed teachers on from Rs. 50 to Rs. 100 a month in teaching spelling and native arithmetic. It was the opinion of the Education Department at the time this system was introduced that, however widely opinions as to the proper functions and degree of development of normal schools might differ, Sir George Campbell's arrangements would not last long.

"The District Committees have reported in several cases that the gurus turned out from these expensive normal schools were altogether inferior to the ex-pupils of vernacular schools when tried as gurus. The old village gurus (of whom there are not many in this division) could not be brought into those low grade normal schools, and one district committee doubted whether the gurus supplied by the low grade normal schools were, on the whole, more useful men than the old village guru in his native simplicity.

"The Lieutenant-Governor having taken up the subject at this point, the whole normal school arrangements have been reformed. The low grade schools with highly-paid teachers have been abolished, and there remain only normal schools for pundits teaching a vernacular standard above that of middle vernacular schools at Bauleah and Rungpore, and a guru school with a moderately-paid pundit at Julpaiguri, in which remote district the District Committee cannot as yet count on sufficient gurus being supplied by the middle vernacular schools.

"There have thus been abolished the low grade guru normal schools at Maldah, Pubna, Dinagepore, and Bogra, and the District Committee and Magistrates have in each case concurred in the abolition. I think no doubt on the wisdom of the step can remain.

"The present course for pundit normal schools was prepared by Mr. W. S. Atkinson in accordance with the policy of Sir George Campbell, and is intended to carry the instruction in surveying to an advanced point, general education being narrowed to give time for the surveying and the mathematics subsidiary thereto. I do not wish to alter this system, though the course, perhaps, should be reconsidered now that Government has established special vernacular survey schools."

538. DACCA DIVISION.—There was a first grade normal school at Dacca, and second grade schools at Furreedpore, Burisaul, Commilla, and Mymensingh. The total expenditure of these schools was Rs. 1,721 a month, but this sum has been reduced to Rs. 870 monthly. There is therefore a saving of Rs. 851 a month, or Rs. 10,212 a year. Dr. Robson reports regarding them as follows:—

"The Dacca normal school is the vernacular college of Eastern Bengal. In 1872, it had an attendance of 150, but in that year the study of Sanskrit was prohibited, and the stipends reduced from Rs. 300 to Rs. 150 a month. These measures seriously affected its prosperity, and the attendance rapidly fell off. It reached its lowest point of 66 in 1875; on the 31st March last the number was 74.

"Sanskrit is not taught in middle schools, and a pundit ignorant of that language may be a very efficient teacher; he has, however, to contend with the popular prejudice that a man ignorant of Sanskrit has no right to call himself a pundit. The restoration of the

NORMAL SCHOOLS. study of Sanskrit in the normal school was unquestionably a move in the right direction. The stipends, reduced from Rs. 300 to Rs. 150 in 1872, have been still further reduced to Rs. 120 by recent orders. Unless the stipends are raised to Rs. 200 a month, the school will be unable to supply a sufficient number of pundits for the schools of Eastern Bengal."

539. *Guru-training Class.*—Only five gurus passed the test examination during the year. The head master says that the gurus sent in for training were very deficient in the merest rudiments of reading, writing, and arithmetic. The entire abolition of the class, which has now been carried into effect, will be no loss to the cause of primary education in the district. There is no difficulty in the Dacca district in getting men for the patshalas who have studied the vernacular scholarship standard.

540. The Furreedpore normal school had 48 gurus and intending gurus on the roll at the end of the year. In February last the head master received an appointment as a Sub-Inspector, and the school has since then been in the sole charge of the second master. Orders have lately been issued for closing the school.

541. The Mymensingh normal school has been in existence for 11 years, and during that period it has done much to improve vernacular education in Mymensingh and the surrounding districts. It is now, however, verging towards extinction, for, in consequence of the recent orders of Government, no first-year class was opened at the beginning of the session. After the next normal school examination only one class, consisting of half-a-dozen or so, will remain, and it will then have to be considered whether it will not be advisable to transfer the class to Dacca. At the end of the year there were 28 on the rolls in the sole charge of the second master, the head master having been appointed as a Sub-Inspector in February. The guru-training class was finally closed at the end of July.

542. The Burisaul normal school is now being carried on with the reduced scale sanctioned by the Director of Public Instruction's circular No. 1103, dated the 8th March 1876. During the year 22 passed the test examination, and on the 31st March 19 gurus were still under training. Very little has yet been done to improve the gurus of Dakhin Shahbazpore and Patuakhali, as it was found to be impracticable, except in a few cases, to bring them to the sudder station for training. As the patshalas of these sub-divisions cannot look for a supply of gurus from middle schools, it will be advisable to transfer the training school for a time to the head-quarters of these sub-divisions.

543. The Commillah normal school is still carried on by the second master on the reduced scale costing Rs. 100 a month. Thirty-one passed the text examination during the year, and on the 31st March last the number under training was 45, of whom 22 were Hindus and 23 Muhammadans. The institution is doing good work, and it will perhaps be advisable to defer its final extinction for another year or so.

544. The Officiating Commissioner is of opinion that the money saved by abolishing guru-training classes should be expended in increasing the stipends for pundits, and doubts whether there will be a sufficient supply of pundits for middle vernacular schools, if the Mymensingh normal school be abolished. Mr. Peacock also approves Dr. Robson's idea of moving the Burisal school to Patuakhali.

545. CHITTAGONG DIVISION.—There are two normal schools in the division—a first grade school at Chittagong, and a third grade school at Noakhally. The monthly charges of these schools have been reduced from Rs. 735 to Rs. 430 a month, the saving effected amounting to Rs. 305 a month, or Rs. 3,660 a year. The Inspector, Dr. Robson, reports that the Chittagong normal school has never done well, that its outturn of pundits is poor both in quantity and quality, and there appears to be little hope of better results in the future. Dr. Robson adds—

"It may fairly be questioned whether the results of the instruction imparted or the educational wants of the district are such as to justify the cost, which is equal to that of two zillah schools. That there is no real difficulty in supplying the schools of the district from the Dacca normal school is proved by the fact that, during the last 12 months, I have sent four qualified pundits to Chittagong on the ordinary salary of Rs. 15 a month and more could have been sent, if there had been vacancies. The Deputy Inspector asserts that these men are very much superior to the outturn of the Chittagong school."

The outturn of the Pundit Department was only one, and that of the Guru Department (since abolished) 10. The outturn of the Noakhally school was 23.

546. The Government school at Rangamati, in the Hill Tracts, is really a middle English school, though classified in the returns as a normal school. Now, however, that a beginning of primary education has been made in the Hill Tracts, it is partly fulfilling its function as a normal school, for the gurus appointed are ex-pupils of the school.

547. I concur with the Commissioner, Mr. Lowis, in thinking that, under the circumstances pointed out by Dr. Robson, it is not necessary to maintain the Chittagong normal school on its present expensive footing.

548. PATNA DIVISION.—The pressure of reduction has not as yet been much felt in this division, the sum saved effected amounting to Rs. 725 a month out of a total expenditure of Rs. 2,335 on seven normal schools. The average outturn of gurus from these schools during the past year was 50, Shahabad showing the largest number, 86, and Sarun only 24. The Inspector reports that the credit of the best teaching rests with the Arrah, Chupra, and Mozufferpore schools, as they taught to a standard above that of the primary scholarship. It seems, however, that the better taught men at Chupra refuse to serve in patshalas. To meet this evil the Magistrate, at the instance of the Inspector, has directed the Deputy Inspector to send in gurus only to the normal school. NORMAL SCHOOLS.

549. It is satisfactory to note that the Chuprah normal school has already trained 150 *bonâ fide* gurus; but of the 50 men trained at Mozufferpore during the year, only 13 were gurus, and of the rest only nine have joined patshalas. It further appears that in Mozufferpore there are only 24 trained teachers employed in the primary schools, 22 of whom were contributed during the past year. Mr. Croft remarks that if the information given by the Deputy Inspector be correct, during the many years that the normal school had existed before 1875, it had helped primary education to the extent of two teachers only.

550. Of the 86 gurus trained in the Shahabad normal school, 34 were umedwars, who have replaced incompetent gurus. The Inspector regrets that the school has been reduced to the third class; but if the local officers continue the present system of training, I have every reason to believe that the wants of the primary schools of the district will be fairly supplied. The Sasseram training class in Shahabad, an aided school, which receives a grant of Rs. 16 a month, has in a year and a half trained 87 gurus. The result is quite satisfactory The Inspector recommends the establishment of sub-divisional training classes in lieu of the existing more costly schools. A sum of Rs. 200 a year has been set apart from the primary grant of the Patna district for a sub-divisional school at Behar, but its operations have not yet been reported.

551. The Motihari normal school has trained 35 teachers in eight months at a small cost to Government, but the Durbhunga normal school shows poor results. Though 50 teachers were trained in the past year, only 42 trained gurus are employed in the district The Magistrate is, however, fully aware of the defects of the normal school, and has turned his attention to remedying them.

552. The Gya normal school is reported to have trained more gurus than any other school in the division, but the Deputy Inspector states that the men trained cannot teach the primary scholarship course, and that the cheap sub-divisional training classes turn out better men. Mr. Croft adds: "The District Committee are not satisfied with the present condition of the school, nor am I entirely. It has not raised the education of the district to the standard that might reasonably have been expected. but I believe the chief cause of this to have been the inferior material upon which the head master had to work."

553. The first grade normal school at Patna has submitted no annual report—a sample, says Mr. Croft, of the lax and irregular conduct for which the head master has been justly censured during the year. On 31st March, the school contained 28 in the guru classes and 43 in the pundit classes. There are 45 stipends, and 90 gurus ought to be trained each year: in two years 92 have been trained. Mr. Croft is of opinion that the failure of the pundit department of the Patna normal school is due to the following causes:—

(1)—Orders about language, which require the use of books containing only familiar words.

(2)—Laxity in admitting to the school students who are not equal to those who have passed the vernacular scholarship test.

(3)—Recruiting the school almost entirely from the inferior students of the Patna town or district, who have failed to get any other employment, and who, when their training is done, laugh at the idea of taking a teachership in a distant district.

554. I am myself of opinion that the language difficulty is not the chief of the three pointed out by Mr. Croft. The head master does not appear to have taken that degree of interest in his work which the department has a right to expect from him, and sufficient care has not been taken to invite students from the several districts of the division through the Deputy Inspectors. Until every district sends a fair supply of students to the normal school, it cannot expect to get an adequate supply of middle school teachers. Mr. Croft points out that there are only six students in the third year class—a fact pointing to the need of reform. The following extracts from the Inspector's report deserve consideration:—

"The Patna normal school has henceforward to supply the full needs of two divisions. Sixty stipends of Rs. 4 each, or a monthly stipend grant of Rs. 240, would enable the school to turn out 15 or 20 fully-trained teachers every year; and even this provision will hardly meet the actual requirements of the circle. But, in order to make the school as useful as possible, the stipends should be given by districts, on the result of the annual examination, as prizes to the best passed candidates who failed to get minor or vernacular scholarships.

NORMAL SCHOOLS. After training they would return, if they chose, to their own districts as teachers. The recent rule, that no stipend shall be given to a student until after his first yearly examination, has, however, destroyed for the present the chance of getting the best, or even good, men to enter the pundit classes. The Lieutenant-Governor's minute of 9th September 1875, required the stipends to be awarded as scholarships; the new rule, however, confirms them as stipends, and makes them much less attractive than before. No severer blow has been inflicted on vernacular education for some time.

"My proposals, if carried out, would add a little, but not much, to the expense of the normal school, and would, I feel sure, convert it from a costly and pretentious failure into a genuine higher class vernacular school, the home of sound learning of a kind suited to the province, and the source of a constant supply of well-trained teachers."

555. BHAGULPORE DIVISION.—The cost of the three Government normal schools has been reduced from Rs. 1,035 to Rs. 480 a month, the 1st grade school at Bhagulpore having been reduced to the second grade, and the second grade schools at Monghyr and Purneah to the third grade. There are also three guru-training classes in the sub-division of Soopool, Jamui, and Begooserai, with 24 pupils. The number of teachers trained during the year was 84 at Bhagulpore, 36 at Monghyr, 35 at Purneah, and 19 at the newly-opened guru classes. There was a big umedwar class at Monghyr, receiving stipends, but scorning the idea of taking service in a patshala. Out of 50 men trained only two or three were now to be found employed as gurus. In Purneah, the gurus are described as hopelessly incompetent, and out of 224 men only 57 have been trained, and these belonged almost entirely to the sudder sub-division. The Commissioner is of opinion that where a large number of men are to be trained, all the men should be passed through the normal school in a short time. Mr. Croft notices the fact that while the Patna normal school trained 48 gurus and seven pundits at a cost of Rs. 9,380, that of Bhagulpore trained 84 gurus and eight pundits at a cost of Rs. 4,823 only.

556. Mr. Croft regrets the reduction of the pundit stipends at Patna from Rs. 150 to Rs. 100 a month, now that Patna has to supply the demand for pundits from the whole of Behar. He thinks that the grant for scholarships should be increased to Rs. 300 a month to be distributed as widely as possible over the districts of Behar. To each district should be assigned its due share of normal, as of minor and vernacular, scholarships; and they should be of sufficient value (at least of Rs. 4, and possibly of Rs. 5 for distant districts) to induce the best of those who fail to get scholarships tenable in English schools to join the normal school, whence they would afterwards return as teachers to their own districts. In short, we want to secure as teachers the best candidates from each district, and to make them feel that the normal school stipend is an honorable distinction, as the other scholarships are. There is much to say in favour of Mr. Croft's view, which is also strongly supported by the Commissioner. Mr. Croft is prepared to abolish four or five third grade normal schools, replacing them by cheap sub-divisional training classes, or by guru classes held by the pundits at Government schools, and with the amount saved to strengthen the stipend grants of the chief normal schools at Bhagulpore and Patna. A detailed scheme in reference to this question will be called for.

The sub-divisional training classes are reported to be doing very well.

557. ORISSA DIVISION.—The cost of the three Government normal schools in Orissa has been reduced from Rs. 900 to Rs. 615 a month. The pundit department of the first grade school at Cuttack had 39 pupils, of whom nine were in the highest class. The Joint-Inspector states that, out of 76 pundits trained in the school, only 40 have found employment. He believes that, if the appointment of masters had been in his own hand, many more of the men might have been employed. The Joint-Inspector has power to recommend the reduction or withdrawal of a grant if the teachers employed in a school are not fully competent to discharge their duties. By the judicious use of this power, and by the aid of the new rules for the appointment of vernacular masters, I have no doubt that much of the present complaints about the inefficiency of the teacher and about the want of employment for those that are efficient, will gradually disappear. A garden has been attached to the Cuttack normal school, but the Joint-Inspector fears that no competent teacher on Rs. 50 a month can be had to teach botany, chemistry, and physics.

558. Out of 432 gurus who remain to be trained, 289 belong to Cuttack, 90 to Pooree, and 51 to Balasore. The Joint-Inspector therefore deprecates the reduction of the stipend allowance of the Cuttack school. It will perhaps be necessary to close the Balasore school, and to transfer its guru-stipends to Cuttack.

The aided normal school under the Baptist Mission at Santipore, in Balasore district, trains teachers for the Sonthals of Nilgherri and Moherbhunj.

559. CHOTA NAGPORE DIVISION.—There are now four Government normal schools in Chota Nagpore against three of the preceding year. It thus happens that, although the second and third grade schools at Purulia, Hazareebagh, and Chaibasa have been reduced, there is an actual aggregate increase of charge amounting to Rs. 81 a month. The older normal schools sent out 72 gurus and six pundits. The first grade school at Ranchee was opened at the end of the year, and there is little yet to report about it.

560. The Inspector, Mr. Garrett, reports as follows:—"The normal schools in Chota Nagpore have been most wisely exempted from the orders abolishing third grade schools, though it has been found necessary to reduce their cost to Government. The Deputy Commissioner of Hazareebagh deprecates these reductions as tending seriously to cripple the schools, and dwells on the difficulty of obtaining competent teachers for lower vernacular schools. It was pointed out in last year's report for the division that if any reductions were to be made, they could be made more safely in the salaries of the teachers than in the number of stipends of the gurus. Unfortunately, this advice could not be attended to. Maubhoom met the orders for reduction by lowering the value of the stipends from Rs. 5 to Rs. 4 each, but in Hazareebagh there seems to be some further difficulty not yet got over. The school in Chaibasa, with six low-caste Hindus and 25 Hos and Tamarias, is doing capital work. All the district reports recommend the extension of the period of training from six to twelve months. It is quite certain that for some time to come training classes for gurus and lower school teachers will be required in Chota Nagpore. Neighbouring districts are not yet so well supplied themselves as to be able to spare teachers for these backward districts; nor even if they could spare them would it be desirable to import gurus from Behar for the reasons dwelt on under the head of "primary instruction;" and up to this time the vernacular schools and primary scholarships have not provided home-made gurus as they have in more advanced districts, and as they will eventually provide them here. NORMAL SCHOOLS.

"Besides the Government normal schools, there were the Scotch Mission training schools at Pachamba, and the Berlin Mission normal school at Ranchi. But in addition to these schools, which are professedly for training teachers, all the Mission schools at the sudder stations supply teachers for the Christian village schools.

"Herr Sternberg, the Secretary of Gossner's (Berlin) Mission at Ranchi, writes: "We were in a position this year to send out a number of pupils for practical service, amounting to 22, both from the catechist and from the schoolmaster division of the normal school; most of these had been in training for two years." The average numbers in the two divisions were 23 and 33 respectively, and, besides two European missionaries, there were four native teachers.

"Dr. Templeton writes of the Sonthal pupils in the Pachamba school, that it was in a fairly-prosperous condition. The Sonthal teachers had proved themselves competent and diligent; and Dr. Templeton hoped to be able very shortly to substitute Sonthal teachers in the villages for the Hindus at present employed."

561. GRANT-IN-AID RULES.—The following statement exhibits the extension of grant-in-aid education for two successive years:— GRANT-IN-AID RULES.

	1875.				1876.			
	Number of schools	Number of pupils.	Receipts from Government	Total receipts.	Number of schools.	Number of pupils.	Receipts from Government.	Total receipts.
			Rs.	Rs.			Rs.	Rs.
Colleges	5	362	20,097	93,864	6	411	22,796	1,03,107
Higher English schools ...	81	8,613	51,728	1,99,742	85	9,550	54,087	2,20,992
Middle ditto ditto	447	24,330	1,36,799	3,97,985	513	27,844	1,57,372	4,48,304
Ditto vernacular schools .	628	30,234	93,763	2,50,267	637	30,985	94,667	2,56,406
Lower ditto ditto ...	327	9,128	18,009	43,855	345	10,267	20,755	52,251
Girls' schools	289	7,793	61,563	1,86,469	286	8,322	64,676	1,95,274
Normal Ditto	16*	702	16,[illegible]7	44,089	17*	733	15,775	40,952
Total ...	1,793	81,162	3,99,116	12,16,271	1,889	88,112	4,30,128	13,17,286

* Inclusive of one technical school.

Abolished aided schools in 1874-75 cost a further sum of Rs. 4,637, and in 1875-76 of Rs. 5,661. These sums are not included in the figures above, because we have no means of knowing the amount spent upon them from private contributions; and to include only the Government expenditure would not fairly represent the proportion paid by the people in the total expenditure.

There has therefore been an increase of 96 schools and 6,950 pupils, and an increase of expenditure from the Government assignments of Rs. 31,012, and from private funds of Rs. 50,003. Private contributions last year were rather more than double the Government grant.

562. Middle English education still claims the largest share both of the Government and of the total expenditure. Of the former 36·5 and of the latter 34 per cent. was spent on this class of education. Moreover, two-thirds of the additional schools, and more than half the increase of pupils, come under this head. The expenditure on female education continues disproportionately high.

GRANT-IN-AID RULES.

563. The grant-in-aid allotment for Bengal is Rs. 4,89,500, and the savings are distributed amongst the different divisions as follows :—

Divisions	Grant-in-aid allotment.	Expenditure.	Savings.
	Rs.	Rs.	Rs.
Presidency	1,06,000	91,611	14,389
Calcutta	58,000	66,926*	—8,926
Burdwan ...	94 000	84,847	9,153
Rajshahye ...	64,000	48,987	15,013
Dacca ...	62,072	50,290	11,782
Chittagong	8,428	7,184	1,244
Patna	39,000	20,660	18,340
Bhagulpore	26,000	15,298	10,702
Chota Nagpore	15,000	13,030	3,970
Orissa	17,000	14,161	839
Total	4,89,500	4,12,994	76,506

564. The objections brought in previous years against the grant-in-aid rules continue to be repeated. The Inspectors generally urge the necessity of increased Government interference, while proposing to keep inviolate the principles of independence on which the grant-in-aid system is based. Thus the Inspector of the Behar circle, writing both of the evils and their remedies, gives it as his belief that, were he to work the rules strictly, "not half the schools would survive, and many Secretaries would run the risk of punishment; but I have obviously no desire to destroy the schools, so long as the teachers are really paid at some time or other. Still in order to secure, not merely the absence of fraud, but due conformity to the rules, it is essential that we should insist on the much-dreaded "interference in the management of aided schools" so far as to secure punctual payment from all who profess to be subscribers. The only and sufficient remedy that I see for the present questionable state of things is to require every school secretary to send to the district committee (who might, if it chose, delegate its powers to the sub-divisional officer), before the end of each month, the subscription list and the payments for that month. Even under that system there might still be arrears, but they would not be so flagrant and scandalous as they are now. It would not indeed check fraud; but deliberate fraud is not the danger that is most obvious."

565. The Inspector of the Rajshahye Division writes to very much the same effect, and calls attention to what I fear is only too true, that irregularities in the matter of school accounts are far more common in the best educational districts of Bengal than in others more backward. He, too, sees no hope of remedying the existing evils, except in greater Government interference.

566. The Inspector of the Presidency Circle writes of the difficulty of enforcing the rules :—"My experience has forced upon me the conviction that at least 10 per cent. of the managers of aided schools systematically violate the conditions [of the grants]; and it is confirmed by that of every Deputy Inspector with whom I have discussed the subject." And he goes on to advocate the substitution of less detailed conditions than those at present attached to the grants, and a more active interference on the part of the Circle Inspectors in the choice of head masters of aided schools.

567. In introducing any changes into our present management of grant-in-aid schools, we have to bear in mind the principle on which the system is based. This is simply to help those who are willing to help themselves. And it is in pursuance of this policy that the managers of aided schools have been left free to select their own masters, the interference of inspecting officers being limited to seeing and insisting that only such as are competent are so selected. There are doubtless many arguments in favour of less restricted Government interference, but the policy of Government on this point has been explicitly declared.

568. Still, improvements may be made in the system without any subversion of principle. Now that our scale of examinations has been completed by the introduction of the intermediate standard, it may be possible to bring the grant-in-aid system into closer relation with these tests, and to regulate the class to which each school shall belong by the standard which it attains, instead of by the amount of subscriptions promised by its promoters,—promised, but too seldom realized. In this way, a graduated scale of grants may be arranged for schools reaching the standards (in other words, passing candidates by them) of the several examinations, from the primary up to the entrance. A school which in any year fails to stand the test of its class, may be required to satisfy the Inspector as to the reason of such failure, and to show cause why it should not be reduced to a lower class, that is, have its grant reduced to that of a lower class of schools. Such a system would rest upon the principle of payment-by-results—one which is in perfect harmony with the principle of local independence of management. Nor need the present consideration and indulgence in the case of backward localities be in any way lessened. The Circle Inspector may exercise the same discretion as now, and may be satisfied with explanations from backward districts, to which he would turn a deaf ear in the more advanced parts of Bengal. Imperfections there would be no doubt in the working of this as of any other scheme, but the wide-spread and scandalous cooking of accounts for which

* Exclusive of Rs. 22,796 for aided colleges.

aided schools are now notorious, and for which the present grant-in-aid conditions offer such irresistible temptation, would no longer be a blot on our educational system.

GRANT-IN-AID RULES.

569. The minute of His Honor the Lieutenant-Governor, dated the 31st of August 1875, describes the existing state of things in the clearest manner:—

"Efforts have been repeatedly made from time to time by the Government of Bengal to ensure that the grants-in-aid are well applied, that the schools fulfil all the prescribed conditions, and that they are really under the supervision of the inspecting officers of Government to the degree which was originally contemplated. Especially there have been devised forms of returns and accounts which ensure external regularity, and leave nothing to be desired in this respect.

"Now, although it may be hoped that most of the higher and middle English aided schools are conducted not only with external regularity, but also to the entire satisfaction of all concerned, many of them, indeed, being undoubtedly excellent, still I understand that some of the aided vernacular schools of the middle and lower classes are believed by well-informed authorities to be defective.

"I am informed by some of the educational authorities, and even by some of the civil authorities, that in a certain proportion of these aided middle and lower vernacular schools there exist faults and defects of something like the following sort. A pundit or village school-master induces a relative or employer to lend him a shed to keep a school in, and to apply to Government for a grant-in-aid to the school. He applies for and gets sanctioned a grant as under:—

Establishment.	Per mensem. Rs.	*Receipts.*	Rs.	Per mensem Rs.
Head Pundit ...	16	Fees ...	3	
Servant ...	4	Subscriptions ...	8	
Contingencies ...	2		—	11
	—	Government grant ...		11
	22			
				22

The school then sends in a bill monthly, showing receipts and expenditure exactly in this form, and draws Rs. 11 monthly regularly. Really the pundit gets Rs. 11 + 3 = Rs. 14, out of which he supplies what contingency is supplied; when an inspecting officer comes, one of the secretary's domestic servants appears as the school servant. There is no subscription at all. In other schools, when the subscriptions fall short of the amount stipulated in the grant-in-aid sanction, or fall in arrear, the bill is nevertheless sometimes submitted in the stereotyped form, showing the conditions of the grant fully satisfied, and the full Government grant drawn. Really the head-master, who is returned as having received Rs. 30, accepts Rs. 22-8, and the second master, who is returned as having Rs. 20, accepts Rs. 15, and so on. Remarks of a similar tenor are to be found in some of the published educational reports.

"Now, I have no precise information as to how many or what schools may fall within the above category. It is to be hoped that these are but few; but obviously there is a risk that the extension of the grant-in-aid system to very small schools may in some cases facilitate collusion between the manager and the school-master. The system is manifestly best suited to, and was probably intended for, cases where there is a committee of persons known in the neighbourhood, where there is a list of known subscribers, where the accounts are open to the local public, and where everything is aboveboard so to speak. Institutions of this excellent sort are numerous in Bengal, and work there as well as in any country. But we have made, and are still making, grants-in-aid to large numbers of very small schools remotely situated, having no known committee or known subscribers, and with their management consisting of two persons, the secretary and the schoolmaster, the latter of whom may be the nominee of the former. The secretary may be, and often is, a good man, who signs correct statements. We may hope that he generally is so. But manifestly if he were otherwise, there would be but little check to ensure that the subscriptions were really collected, and the master really paid the whole of his declared salary; and I have reason to fear that cases of this kind do sometimes occur. When a case of this sort does occur, it involves the rendering of wrong certificates and accounts, and nothing of this sort can be permitted to occur if it can possibly be prevented; such occurrences, if preventible, would constitute a blot on our public education. Moreover, the result is that in such a case the school is an aided school in name only. If the subscriptions are not collected, and the master receives nothing more than the Government grant, *plus* his fees, the school becomes a Government school, and ought to be classed accordingly. But it is really a Government school without the supervision of Government officers, and in fact enjoys the advantages of neither the aided nor of the Governmental system."

570. The minute of His Honor concluded with the request that District Committees should investigate the case of any school in which these faults were suspected to exist, and if necessary, to take over the management of those against whom they considered the charge proved, until provision could be made for an efficient local committee. Inquiries have been duly made, but as yet with very slight results.

INSPECTION.

571. INSPECTION.—As stated in last report, a revised establishment of Deputy Inspectors and Sub-Inspectors of Schools was sanctioned by Government in May 1875, raising the number of these officers from 171 to 200, and increasing their cost from Rs. 2,30,100 to Rs. 2,54,300. The additions made to the staff were distributed as shown below :—Burdwan division 11, Presidency division seven, Dacca division five, Bhagulpore and Orissa each two, and Chittagong and Rajshahye one each. At the special request of the Magistrate of Dinagepore two new Sub-Inspectors have been given to that district on condition that their salaries are paid from the primary grant.

572. The total number of inspected schools in the Lower Provinces being 17,815, the average number of schools under the inspection of each officer is 89—too heavy a charge for one man. The Sub-Inspector is expected to go round his circle once in every two or three months to pay all primary school grants, to conduct or superintend examinations under orders of the district officers or the Inspector, to answer references, and to conduct enquiries. Taking into consideration all these circumstances, I am disposed to regard the work performed by the great majority of Sub-Inspectors as very creditable to them.

573. In the Lower Provinces of Bengal there are for educational purposes 43 districts to which Deputy Inspectors are now attached. There are two additional Deputy Inspectors at present at Mymensingh and Burdwan, thus making the sanctioned number of these officers 45. The staff of Sub-Inspectors was graded in consultation with the Commissioners and the Inspectors of Schools. This establishment of Deputy Inspectors and Sub-Inspectors are sanctioned in the resolution dated the 14th June 1875, as below :—

10		Deputy Inspectors	of the	1st	grade on Rs.	200	monthly,	or in all Rs.	2,000	monthly.
15		ditto	ditto	2nd	ditto	150	ditto	ditto	2,250	ditto.
20		ditto	ditto	3rd	ditto	100	ditto	ditto	2,000	ditto.
—	45									
25		Sub-Inspectors	of the	1st	ditto	75	ditto	ditto	1,875	ditto.
75		ditto	ditto	2nd	ditto	50	ditto	ditto	3,750	ditto
55		ditto	ditto	3rd	ditto	30	ditto	ditto	1,650	ditto
—	155									
	—								13,525	ditto.
	200									
									1,62,300	yearly.
		Average travelling allowances of Deputy-Inspectors							27,000	
		Ditto	ditto	of Sub-Inspectors ...					65,100	
								Total	2,54,400	

574. It has been rightly ruled that the salary given to each Deputy Inspector or Sub-Inspector is personal and not local. Under this rule, it will not be necessary to transfer an officer from one district or division to another on promotion. In a minute dated the 4th May 1875, the rules regarding the appointment and promotion of these officers have been placed on a more satisfactory basis than that of 1873. Deputy Inspectors will be appointed by Government on the recommendation of the Director, and Sub-Inspectors will be appointed by the Director of Public Instruction. Magistrates, however, have the power of suspending or dismissing any Sub-Inspector, and of granting short leave of absence to Sub-Inspectors and Deputy-Inspectors, and of temporarily filling their places on the occurrence of vacancies.

575. The full numbers in the first grade of Deputy Inspectors and second grade of Sub-Inspectors were not maintained. It is hoped that the cost of the personal allowances given to some inspecting officers, will be met from the savings that have been effected in the grades.

576. The Deputy Inspectors of Schools as a body are very useful officers, and much of the success of the Education Department in Bengal is due to the interest taken by them in their work. It is unfortunate that financial exigency has compelled Government to limit their maximum salary at present to Rs. 200 a month. My predecessor recommended the grant of a salary of Rs. 300 a month to six of these officers, and I trust on the next revision of establishment this proposal will be reconsidered. While large increases of salary have taken place in other departments during the last 20 years, the salaries of the inspecting staff have remained unaltered.

577. BURDWAN DIVISION.—The Inspector, Baboo Bhoodeb Mookerjee, visited 333 patshalas and examined 6,524 pupils, besides inspecting 63 schools of a superior character. Baboo Bromo Mohan Mullick, the head master of the Hooghly normal school, officiated as Inspector during a portion of the year, and I am glad to learn that he discharged his new duties in an able manner. The Magistrates have, on the whole, expressed their satisfaction with the work done by the Deputy Inspectors and Sub-Inspectors of Schools.

578. CALCUTTA.—The Deputy Inspector's work is considerably increased by the new patshala grants.

579. PRESIDENCY DIVISION.—Mr. Garrett writes as follows regarding the difficulty of controlling subordinate inspecting officers :—

"Under this head I would draw attention to the doubt that exists as to the proper subordination of the Deputy Inspectors and Sub-Inspectors. It would appear from the

orders and minutes of Sir George Campbell and Sir Richard Temple, that the relation of the Education Department to the district executive was similar to that of the police rather than to that of the Registration Department. It would seem that, while it was intended that the Deputy Inspectors and Sub-Inspectors should stand to District and Sub-divisional Magistrates respectively in the relation of personal assistants in educational matters, points touching the time and attention given to actual inspection, the distances travelled and the like, in short, all questions of method and discipline should rest in the hands of the Educational Department, working through the Inspectors, Deputy Inspectors, and Sub-Inspectors in due subordination.

"It is easy to see, however, that it would require considerable thought and tact on the part of a Sub-Divisional Magistrate or of a Deputy Inspector to avoid the appearance of encroaching on the other's province. As a matter of fact, in spite of every care, hitches do occur, involving much friction, and consequent injury to our educational machinery. For instance, one difficulty arises from divided responsibility in the matter of the Sub-Inspectors' travelling bills. The Deputy Inspector is charged by Government with the duty of auditing, and the Inspector with that of countersigning after a second audit, all Sub-Inspectors' travelling bills. After the scrutiny of a bill and the deductions for inadmissible items, the Sub-Inspector may plead irresponsibility on the ground that he was acting under orders from the Sub-divisional Magistrate, and this officer may accept the responsibility. The amount of time which is wasted over these difficulties is often enormous. The remedy, I need not say, is to make each officer's responsibility perfectly clear, and, if the Deputy Inspector is held responsible for the strict scrutiny of the travelling bills, as he is held at present, to define the sub-divisional officer's power of directing the journeys of the Sub-Inspector."

Collisions between the educational and the district officers are extremely rare, but still clear rules as to the limits of each officer's function might be laid down with advantage.

580. Rajshahye Division.—Mr. Clarke still complains of the inadequacy of the inspecting staff, as he considers that the present number of schools under each officer, 80 to 100, is more than they can look after properly. In Dinagepore there was an utter breakdown; the gurus were not paid for months, and the accounts got into confusion. One of the Sub-Inspectors was dismissed, and tried on a charge of fraud. Two additional Sub-Inspectors have been now given to Dinagepore, their salaries and travelling charges being debitable to the primary grant. But as the primary grant itself has been cut down under orders of Government, no further extension of this system will be possible. Mr. Clarke believes that if a circle pundit on Rs. 15 to 28 be placed in charge of a cluster of patshalas varying in number from 10 to 15, the system of inspection would be complete, and the pundit might also be utilized as a teacher. This extension of the circle system was tried in the 24-Pergunnahs, where the number of Sub-Inspectors was till lately quite inadequate for the work of inspection, and deserves a trial wherever the number of inspecting officers is small. Such a system would reduce the evils as to irregularity of payment to a minimum.

581. Mr. Clarke thus writes on the subject of Sub-Inspectors' travelling bills.

"Under our present system the Sub-Inspectors' travelling bills form a general cause of dissatisfaction with the Magistrates. The Sub-Inspectors' Government allowances are arranged Rs. 30 pay and three annas a mile travelling allowance measured along the road actually travelled. This arrangement is intended as an incentive to the Sub-Inspectors to travel, for as *on the average* a man gets Rs. 35 travelling allowance in proportion (and addition) to Rs. 30 pay, he has a considerable inducement to keep rushing about. I think the value to Government and education may be over-estimated. A district officer complained to me that though his Sub-Inspectors were not men without ability, their whole powers had been developed one-sidedly, into one direction, viz., with how to swell up travelling bills."

582. Mr. Clarke suggests the preparation of educational maps of each district to check the mileage allowance drawn. Such maps have been prepared for each district in the Behar circle, and are constantly used for checking travelling-bills in the Inspector's office. Still, the chief responsibility must continue to lie with the Deputy Inspector of Schools, whose certificate is necessary before the Inspector passes the bills for payment.

583. Dacca Division.—The Commissioner remarks as follows:—"The strength of the inspecting staff has been increased in Backergunge by two, and in Mymensingh by one, Sub-Inspector. In both this was much needed, especially in the former, where before it was a physical impossibility that anything like effective inspection of schools could be done. Furreedpore has need of another Sub-Inspector, the more so as the District Deputy Inspector is not as active or energetic as he might and should be."

Although this division has got five additional Sub-Inspectors, two of these were posted to sub-divisions which had been under Additional Deputy Inspectors, who have been placed in charge of other districts.

584. Chittagong Division.—The districts of Noakhally and Chittagong have now each one Deputy Inspector and two Sub-Inspectors. The Deputy Inspector of Chittagong has also charge of the Hill Tracts. The Deputy Inspectors are both very well spoken of: under

INSPECTION. the management of the former, the Chittagong patshalas "have reached a standard of excellence not surpassed in any district of Eastern Bengal."

585. PATNA DIVISION.—Mr. Croft considers it unfortunate that a Deputy Inspector of schools on whom the education of a district virtually depends has in the recent orders regarding pay, been placed somewhat below the head masters. He doubts the expediency of appointing to a head mastership a man who for 15 or 20 years has been knocking about visiting middle and lower schools, and has only partially kept himself *en rapport* with higher education. Too much office work has impaired the efficiency of the Deputy Inspectors of Sarun and Mozufferpore, and the Inspector complains of their "extraordinary indolence." Any system which necessitates too much letter-writing on the part of inspecting officers cannot but lead to mischief; but in many districts of the Behar circle, and notably in Patna, an education office has been so efficiently established as to free the Deputy Inspector from much mechanical work, and to leave him abundant time for inspection.

586. Mr. Croft makes the following suggestions regarding the practical difficulty of passing the Sub-Inspectors' travelling bills and judging of the amount of work done by them:—"To control and estimate the value of the work done by all the Deputy and Sub-Inspectors is no light matter for one seeing it, as the Inspector does, mostly on paper. All travelling bills are duly analysed; but I can only judge of each month's work, without attempting to compare it with that of previous months. Hence, any Sub-Inspector, if he is so disposed, may entirely neglect a troublesome part of his sub-division almost without the chance of detection from me. I consider that every Sub-Inspector's bill should pass under the close review of the sub-divisional officer, who should, in fact, see that every part of the area to be inspected receives due attention from the Sub-Inspector. This is already done by many sub-divisional and district officers, who know precisely what kind of work their subordinates are doing. Others, again, knowing that the Inspector passes the bills, consider it rather a departmental matter, and do not care to interfere. Hence it results that travelling bills are sometimes not sent in for six, eight, or even 12 months. These I have refused to pass, or passed with very large reductions."

587. BHAGULPORE DIVISION.—Mr. Croft gives a description of the copying drudgery performed by some Deputy Inspectors of Schools. The state of things calls for immediate remedy. In the following suggestions Mr. Barlow, the Commissioner, entirely concurs, hoping "to get it carried out efficiently in all districts."

"The duty of an inspecting officer is, *firstly*, to inspect; *secondly*, to perform such office work as is connected with inspection. In order to reduce the latter work to a minimum and to set the Deputy Inspector free for his more important duties, I have harped on the necessity of forming a properly-equipped education office in each district. The example that I will now quote is that of Patna district, which may well serve as a model to all. The office is used for the joint purposes of the Secretary to the District Committee, of the Deputy Inspector, and of the educational clerk, a Behari, whose services for all English and vernacular correspondence, copying and accounts, are at the disposal of the other two officers. It is a branch of the Magistrate's office in his own cutcherry; he provides a duftry and other necessary servants; all educational papers are kept there; information is at once obtainable; and there is increasing punctuality in the submission of bills. Consequently, the Deputy Inspector is freed from the necessity of mere mechanical work, and can spend three weeks out of every month in the interior of the district. Now, if an office of this cheap, complete, and efficient kind existed in every district, the gain to education would be every great. But in Bhagulpore and in Monghyr there is no such office; there is no mohurrir, no duftry, no peon; the education clerk in each case is a Bengali,—useless therefore for the mass of vernacular correspondence which needlessly takes up so much of the Deputy Inspector's time. When he can be spared from the general work of the Magistrate's office (for I am not sure that he is always confined to the District Committee's work), he gives occasional help in English writing. How little that is can be gathered from the fact that I never receive a letter from either of these Deputy Inspectors except in the Deputy Inspector's own hand-writing. If triplicate copies of accounts are required, again the Deputy Inspector copies them. The annual report on education is a heavy business, but the Deputy Inspector of Bhagulpore, besides making his own draft report, had to write out 69 pages of closely-written foolscap for the copy which reached me, with no help from the educational clerk. Still more, the report is full of spaces left blank by the Deputy Inspector with the marginal note "educational clerk to fill in these figures," but the educational clerk has not responded to the call. How many schools the Deputy Inspector could have visited while he was labouriously doing clerk's work it is easy to guess. The Deputy Inspector of Bhagulpore remained at head-quarters for three months continuously during the course of the last year; and the Magistrate after investigation decided that the nature of his work compelled him to do so. It is much to be regretted that, owing to arrangements of this kind, the education of the district is left so largely in the hands of Sub-Inspectors. The Deputy Inspector is valuable just in proportion as he is constantly moving about the district, noting the shortcomings of his subordinates, comparing school with school and tract with tract, and by force of constant familiarity gaining a luminous idea of the progress and the requirements of his district."

588. ORISSA DIVISION.—This division was till lately in charge of the Inspector of Schools, Western Circle, who was assisted in controlling the Educational affairs of the division by the Joint-Inspector. The Joint-Inspector has now independent charge. There are three Deputy Inspectors for the three districts, and a staff of 10 Sub-Inspectors. The Joint-Inspector thinks that the peons of the Deputy Inspectors should be restored as soon as the financial pressure is reduced. The officers have generally done well. INSPECTION.

589. CHOTA NAGPORE DIVISION.—I am surprised to read in Mr. Garrett's report the statement that the Deputy Inspector of Hazareebagh sometimes copies 200 letters to gurus. There are 2,000 gurus in Midnapore, and it is not necessary or desirable that Deputy Inspectors should correspond with these teachers. The inspecting officers are reported to have done well. Mr Garrett writes as follows regarding the arrangements made for carrying on inspection :—

"In Hazareebagh and Lohardugga the whole area of inspection is distributed among the Sub-Inspectors, while the Deputy Inspector has the supervision of the whole area. In the latter district this arrangement was only lately made. In Singbhoom there are no Sub-Inspectors, and the Deputy Inspector does the whole work alone. In Manbhoom the whole area is divided among the Deputy Inspector and the two Sub-Inspectors, the Deputy Inspector having besides the work of general supervision. This arrangement is most inexpedient. With a special circle to inspect, it is impossible for the Deputy Inspector to supervise as thoroughly as he ought the work of his subordinates.

"The work of inspecting officers of these districts is far more laborious than that of officers in the Presidency division. This is especially the case in Lohardugga and Singbhoom, and in the latter most especially. It is seldom that the Deputy Inspector of Singbhoom has any other shelter than that of a tumble-down school-house, while he is obliged to carry with him from head-quarters provisions for the whole period of his tour. Then there are perils from wild beasts—by no means imaginary perils. And not long ago the Sub-Inspector of Pachamba narrowly escaped lynching at the hands of peasants who seized him as a 'Haraka,' that is, a stealer, meaning perhaps a child-stealer."

590. EDUCATION OF EUROPEANS AND EURASIANS.—The education of poor Europeans and Eurasians has engaged the earnest attention of Sir Richard Temple. In a minute dated the 25th February 1875, His Honor discussed the question of affording further encouragement to schools for Europeans and East Indians in Calcutta, and in a subsequent minute, dated the 18th May 1875, the wants of those residing in the interior were considered in the light of the reports submitted by the Commissioners and Inspectors of Schools. The existing means of education for these classes, it was found, were not so deficient as had at first appeared to be the case; that is, there were generally schools of some sort to be found, if the parents would or could only avail themselves of the instruction offered. The Lieutenant-Governor regretted that carelessness on the part of parents seemed to be the chief cause of the absence of the children from school. Considering, however, the poverty of these classes, His Honor desired that the managers of schools should fix the school fee so low as to be within the means of all but the very poorest, and these might be assisted by the alms of the several churches. His Honor further directed that schools for poor Europeans and East Indians should receive from the State the largest pecuniary grants awardable under the present grant-in-aid rules. It was also left to the option of the school authorities to apply for payment by results, *i.e.*, by a certain allowance for each pupil who passed a prescribed standard before a Government Inspector, or by allowances to the masters in the shape of a grant for every pupil who passed, and a capitation fee for each pupil in excess of a fixed number. It was also under consideration to allow a limited number of scholarships to be competed for in the schools for poor scholars, and to be tenable in the higher schools. The Director was at the same time requested to consider whether it was necessary to establish a normal school for the training of European and East Indian masters for elementary schools. Boarding-houses in connection with schools for the accommodation of boys coming from a distance were also approved. And, further, the establishment of industrial schools for these classes was considered desirable. As the grant-in-aid rules require that the Government aid should be met by at least an equal sum from local contributions, these plans are dependent on the increased liberality of the various Christian bodies. EDUCATION OF EUROPEANS AND EURASIANS.

591. The resolution of Government No. 1529, dated the 29th May 1876, reviewed the action taken on the minute of 18th May 1875. It was found that the additional aid given during 1875-76 and immediately after was as follows :—

(1)—St. Paul's school, Darjeeling, grant increased from Rs. 238 to Rs. 400. The fees have been reduced from Rs. 40 to Rs. 25 a month, and the attendance has in consequence increased from 37 to 55.
(2)—Diocesan Board's girls' school, Darjeeling, Rs. 200.
(3)—Barrackpore boys' school, Rs. 30.
(4)—Ramporehat mixed school, Rs. 30.
(5)—Howrah, Rs. 30, besides a free-house and a donation of Rs. 1,000 to start the school with.

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(6)—Buxa railway school, Rs 89.
(7)—Dinapore railway school, Rs. 50.
(8)—St. Mary's school, Jamalpore, from Rs. 80 to Rs. 185.
(9)—Assensole, from Rs. 35 to Rs. 50.
(10)—Arrah Day school, Rs. 60.
Ditto boarding school, Rs. 120.

592. The Lieutenant-Governor further considered the recommendations made by the venerable the Archdeacon of Calcutta regarding the means of meeting the educational wants of Dacca, Hooghly, and Cuttack. At Dacca, out of 115 children of a school-going age, Archdeacon Baly found 85 at school and 30 not at school. It was deemed expedient to give the existing school a further trial, and not to re-open the new school, which had been lately closed for want of adequate support. For Hooghly, which has 39 children of a school-going age, Sir Richard Temple is willing to provide a school with a grant of Rs. 50 a month.

593. At Cuttack, out of 171 children who should be at school only 68 attended the existing school. Of the remaining 103, 34 are of a higher class than those for whom it is necessary to make provision. The Lieutenant-Governor is willing to give a capitation grant of Rs. 2-8 a month, if the managers of the school will re-organize the Cuttack Christian school. The establishment of a lower class school at Darjeeling and of a boarding-school at Jamalpore are still under the consideration of Government. For Jamalpore also, Sir Richard Temple would give a capitation grant of Rs. 2-8 a month; a rate which the Commissioner of Bhagulpore declares to be insufficient for the purpose.

594. The additional provisions for the instruction of Europeans in Calcutta has formed the subject of a separate resolution dated the 17th July 1876. I take the liberty of extracting the following passages from the resolution, as they show in a clear manner what has been done and what the Lieutenant-Governor is prepared to sanction.

"A statement furnished by the Commissioner of Police, the figures of which were reproduced in the minute, showed that the whole number of European and East Indian children in Calcutta, belonging to families with monthly incomes of Rs. 300 and under, was 5,327 : and that of these, 2,519 were at school, and 1,503 were too young for school, leaving 1,275 not at school, who ought to be there. In other words, one child out of every three children of a school-going age might be said to be growing up in ignorance. It was Sir Stuart Hogg's opinion that the great bulk of the children thus neglected belong to the humblest and poorest families; and this view is fully corroborated by the result of the enquiries subsequently made by Mr. Garrett, the Inspector of Schools.

"The minute contemplated the allowance of additional grants-in-aid, under the conditions of the existing rules, to the public bodies and private societies interested in education; the schools thus aided being in all cases open to inspection by the officers of Government. It was not proposed to insist upon the plan of payment by results; but the introduction of this system was noticed as desirable, so far as the circumstances of the several institutions might admit of it. Attention was directed to the affording of assistance for the construction of school-houses, and to the establishment of training-schools for masters and mistresses. Finally, it was remarked that corresponding aid should be afforded to primary schools intended for the poorer classes of natives in the town, in the same way as patshalas and village schools are assisted in the surrounding districts.

"The grants which have been made under the provisions of the minute may be summarized as follows:—Four schools, three of them for boys and one for girls, which were previously in existence, but were not in receipt of Government aid, have received grants amounting to Rs. 520 per month.

St. Joseph's school
The Catholic Orphanage.
St. Chrysostom's school.
Mrs Hannah's school.

"Three new schools, all of which are mixed schools for boys and girls, have been established, and have been aided by grants amounting to Rs. 155 per month. The school in Sooterkin's Lane has also received Rs. 5,000 as a building grant, and a grant of Rs. 250 has been made to the St. Saviour's school for furniture.

St Paul's Mission school.
Lower English school, Sooterkin's Lane.
St. Saviour's school, Wellesley Street.

"Two schools, one of which is a mixed school for boys and girls, and the other is a girls' school, have had additions, amounting to Rs. 76 per month, made to the grants they previously enjoyed. The former grants amounted to Rs. 174: the present amount of the grants is Rs. 250.

St. Stephen's, Hastings.
Loretto Day school.

"The total amount of the grants made to these nine schools under the minute is Rs. 751 per month, besides the two special grants noticed above.

"Of the nine schools referred to, four are under the charge of the clergy of the Roman Catholic Church, and four are administered by the clergy of the Church of England. Mrs. Hannah's school was primarily intended for the poor Jewish and Parsee children in Ezra Street and the neighbourhood: but as it was found to be attended by an increasing

number of European children of the poorer classes, it was considered to come within the scope of the minute.

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"In the above nine schools, the number of children has increased from 968 at the close of 1874-75, to 1,236 at the close of 1875-76, showing an increase of 268 children at school.

"Twenty-four patshalas for native children have also been subsidized with small grants, amounting to Rs. 51 per month.

"It will not be out of place to notice here other educational assistance which has been given in Calcutta, since the publication of the minute, to institutions attended by European and East Indian pupils, but not intended exclusively for the education of the *poorer* classes.

"The grant to the Doveton College has been raised from Rs. 150 to Rs. 250 per month.

"A special grant of Rs. 2,000 has been made to the St. Xavier's College.

"A grant of Rs. 10,000 has been made to the St. James' school for boys, formerly known as the Calcutta Boys' school.

"A grant of Rs. 50,000 has been made to the Pratt Memorial school for girls, and the site of the school has been given by Government.

"The above figures appear to the Lieutenant-Governor to show that the Government of Bengal has amply redeemed the pledge given in the minute, that every reasonable facility should be offered to the poorer families of Europeans and East Indians, through their religious pastors and the associations interested in education, to send their children to school. It is the opinion of the best-informed authorities on the subject that there is now no want of schools, or of school accommodation, for those classes, if the parents would only avail themselves of the opportunities given them for educating their children.

"This being the case, the Lieutenant-Governor must confess to a feeling of disappointment that the liberal assistance afforded by Government has thus far produced such insufficient results as those recorded above. Even supposing that the increase of 268 children represents a clear addition of that number to those previously at school, it would still follow that at least one thousand children are growing up uneducated in Calcutta, and Sir Richard Temple is compelled to regard this not only as unsatisfactory, but as affording cause for some anxiety. He would again beg to draw most earnestly the attention of all religious and charitable associations to the facts now disclosed. The following passage from his minute of the 25th February 1875 bears upon this aspect of the question:—

"'If despite our efforts, some children, through default of their parents, shall still remain absent from school, we can reckon that the pastors of the religious community to which the children belong will feel additional responsibility for such absence. By giving grants-in-aid upon their application, Government signifies its reliance upon the pastors to do all that is possible to ensure attendance, and they probably will be willing to accept the responsibility.'

"The Lieutenant-Governor desires to repeat that he is willing to continue to give assistance upon the principles already announced, but that he sees no reason to depart from those principles. It is to be feared that among the poorer sections of the European and East Indian community there must be many parents who are either unable or unwilling to send their children to school. But though the Lieutenant-Governor would gladly see such parents showing more readiness to avail themselves of the opportunities offered to them, he is not prepared to concede any modification of the system upon which State assistance is given at present. The best authorities on the question continue to be quite opposed to the giving, even to the poorest classes, of an education entirely gratuitous. Therefore, although the Government is willing, and indeed anxious, to afford help, it is not desired that any expectation should arise among poor parents that their children will ever be educated gratuitously at the cost of the State. Whether the circumstances of any part of Bengal are such as to make the introduction of a compulsory education law advisable, is a question which the Lieutenant-Governor has not yet felt himself required to consider. But it is impossible for the Government to view without serious concern so considerable a proportion of children of European parentage growing up in ignorance, and the Lieutenant-Governor fully recognizes that it is a matter of public policy to find a remedy for this evil.

"Under these circumstances, the Lieutenant-Governor desires to take the opportunity of this Resolution to make a further appeal to the zeal and philanthropy of the several denominations of Christian ministers and the various associations which are interested in the education of the poor. It is his intention shortly to take steps for again verifying the number of children who are, and who are not, at school. But the Government can in this matter do little more than ascertain the facts of the case, and supplement private efforts by the aid of pecuniary grants. The co-operation of the clergy and of the societies is necessary to ensure that full advantage is taken of the assistance thus given, and the Lieutenant-Governor has every confidence that their influence will be readily and strenuously exerted.'

"The Inspector of Schools, Mr. Garrett, remarks in his report that it is impracticable to introduce in these schools a system of payment-by-results, because there is nothing like an

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uniform standard or test. The Lieutenant-Governor has already said that he does not desire to insist upon the introduction of this principle. But he is inclined to think that it would be possible to regulate the grants more generally on the capitation system than appears to be done at present. It may be conceded that payment according to numbers, without reference to the standard reached, is not a complete system of payment by results, but it is at least some approach to it; and without laying down any hard-and-fast line, the Lieutenant-Governor would say generally that it would be his wish that the amount of Government assistance should ordinarily be proportioned to the number of pupils attending the school.

"With regard to the training of teachers, the Inspector is of opinion that the Free School and the Association known as the Society of Christian Brothers are able to supply all the Protestant and Roman Catholic Schools with teachers without further assistance from Government. The Lieutenant-Governor will, however, be prepared to afford such assistance, if it should prove to be required.

"The Lieutenant-Governor observes with much satisfaction the number of patshalas which have been opened for the education of poor native children in Calcutta."

595. Negotiations have been set on foot with the managing committee of the Doveton College for the admission of a small number of poorer children into that institution on favourable terms. A new grant of Rs. 70 has lately been given to the Parochial school under the Rev. Mr. Clifford.

The following are extracts from Inspector's reports:—

596. BURDWAN DIVISION.—"The number of schools for the instruction of European and Eurasian children on the 31st March last was altogether five in the Burdwan division. These five were—

1st.—St. Thomas' school at Howrah, with 42 pupils on the rolls, and drawing monthly an aid of Rs. 136.

2nd.—Bishop Milman's school (also at Howrah), with 35 pupils on the rolls, and receiving an aid of Rs. 30 per month. Both the above schools are under the superintendence of the Chaplain of Howrah.

3rd.—The Raneegunge European school, with 17 pupils, drawing an aid of Rs. 24 per month.

4th.—The Assensole European school, having 38 pupils, and getting an aid of Rs. 35 per month. The above two schools are under the supervision of the Rev. Mr. Langford.

5th.—The Chinsurah Free school for girls, with 19 pupils, receives Rs. 52-4 per month."

597. CALCUTTA.—The extracts from the resolution of July already given, make it unnecessary to give further details.

598. PRESIDENCY DIVISION.—During the year the Commissioner consulted the district officers with regard to the educational want of poor Europeans and Eurasians. The result was that one school was opened at Dum-Dum, but failed, and at the end of the year grants were ordered to be given to schools at Barrackpore and Ramporehaut. Mr. Wilson, the Magistrate of the 24-Pergunnahs, proposed that a committee should be appointed to consider the practicability of opening an industrial school at Kidderpore. The fact is, that poor Europeans and Eurasians are not found in sufficient numbers in any one place, except Calcutta, to call for special schools.

599. RAJSHAHYE AND COOCH BEHAR DIVISION.—"The only European population in this division sufficiently numerous to demand any special educational provision is the Darjeeling district. In this district at present the number of European children of school-going age is not large, but it seems probable that in a very few years it will be considerable.

"A provision for their education is made by aid to St. Paul's school, Darjeeling, and to the Darjeeling Girls' school. The latter has received aid during the year under report, and the former largely increased aid. These schools receive their aid, not out of the district allotment, but from the general educational budget of Bengal, as they are intended to offer European education to all Bengal as well as to the Darjeeling district."

600. DACCA DIVISION.—Among middle English schools the Dacca European and Eurasian school, which was aided in October last under the provisions of His Honor the Lieutenant-Governor's minute of the 18th May 1875, calls for special mention. It receives a grant-in-aid amounting on the average to Rs. 90 a month, calculated at the rate of Rs. 2-8 per head on the average monthly attendance. The average receipts from local sources amount to Rs. 100 a month. At the end of the year the number on the roll was 58, of whom 34 were boys and 26 girls. In respect of race, 12 of the pupils were Europeans, 40 Eurasians, and six Armenians; in respect of religion, 26 were Roman Catholics, 26 Protestants, and six Armenians.

"The course of instruction includes the ordinary branches taught in English elementary schools; but the school has not been established long enough to produce any very striking results, especially when it is taken into account that the education of many of the children had been sadly neglected before they entered the school."

601. CHITTAGONG DIVISION.—No schools for Europeans and Eurasians. EDUCATION OF EUROPEANS AND EURASIANS.

602. PATNA DIVISION.—Besides the Artizan school at Dehree, there are five schools for Europeans and Eurasians in the division. All these are in Patna and Shahabad. The following figures regarding these schools may be of interest:—

		Government aid Monthly.	Total cost.	Number taught Boys.	Number taught Girls.
		Rs.	Rs.	No.	No.
1.	Khagoul ...	50	170	13	15
2.	Buxar	89	189	4	16
3	Arrah ...	180	180	16	
4.	Bankipore Orphanage	2-8 per head	...	141	
5.	Kurji Orphanage ...	2-8 " "	..	48	

603. Formerly the Government donation for each soldier's child educated in an orphanage was Rs. 10 a month for orphans and Rs. 2-8 for those whose parents were alive. The ten-rupee children have latterly been sent to the hill schools so that the income of the orphanages has been reduced. Mr. Croft adds:—"The education given in these orphanages, excellent as it is, has no special local value for the poorer inhabitants of Bankipore and its neighbourhood. The Convent school, for good and sufficient reasons, admits no day-scholars except very young girls; and even if it did, it would be too far off to be serviceable to the many European or Eurasian employés of the opium factory in Patna city. Similarly, the boys' school at Kurji is too far off for day-scholars from Bankipore. In both Bankipore and Patna, I believe, there are a certain number of children needing instruction—children of a class higher in the social scale than those for whom the orphanages are designed, and not so high as those who are able to pay Rs. 25 a month for an education in the accomplishments. Information has been asked for about the number and the needs of similar children in all stations in Behar; but I believe it will be found that in no district of this division, other than Patna and Shahabad, will any collection of children be found numerous enough to justify a separate local school."

604. BHAGULPORE DIVISION.—Mr. Croft writes as follows:—"The only school for the education of European and Eurasian children is the Jamalpore railway school. Owing to reductions in the railway staff, the number of pupils fluctuated considerably during the year, and at one time fell to little above 40. Later in the year, the head master and mistress, who are certificated teachers, arrived from England; and on the 31st March the number on the rolls was 71, of whom 34 were girls. Under its present constitution the school has taken an entirely new start. The head master, Mr. Pegler, is an experienced and enthusiastic teacher; and the vigour which he throws into his work reflects itself in his pupils. The mere demeanour of the boys, their orderly activity, and the manner of their replies, are sufficient to show how thoroughly discipline—the indispensable basis of all sound teaching—is studied. The progress of the pupils in learning—though when last I saw them they had been but a short time under Mr. Pegler's care—was equally satisfactory. The school promises to be one of the noted schools of Upper India, and as regards the large number of European and Eurasian children throughout Behar, and at the railway stations on the line, I can conceive no surer means of raising them to a higher moral and social level than to extend to them the benefits of the education which is now provided at Jamalpore. I am distinctly of opinion that in this school we have one of the opportunities for the advancement of a neglected race which Government is not justified in letting slip; on the contrary, that it should strive to extend the sphere of its usefulness to the widest possible range. The Government has, indeed, expressed doubts whether the number of European and Eurasian children in Behar is large enough to justify the establishment of such a boarding-school as has been proposed; and definite information is now being collected on this point. But whether the number turns out to be larger or smaller than has been expected, sufficient provision is not made for the needs of the whole class by the offer of Rs. 2-8 a head as capitation allowance for any that join the boarding-school, should such be established. The people for whose benefit the school would be designed are generally in receipt of incomes of Rs. 200 a month or thereabouts—often much less—and the offer of Rs. 2-8 a month as a Government contribution towards the total expenditure of Rs. 20 would not be felt by them as an appreciable boon.

The whole subject of the railway school is under consideration. It is, however, certain that unless Government will aid the school far more efficiently than by the grant of Rs 2-8 per head, nothing will come of the scheme. The offer is so much below requirements, that there is no basis of action.

G. N BARLOW,
Offg. Commissioner.

"Meanwhile, separate attempts are now being made at the stations of Bhagulpore and Monghyr to provide for local wants. The zillah school of each place possesses one European or Eurasian teacher; and a separate class has been formed at Bhagulpore for the instruction of children of that race. At Monghyr also, a similar class has been proposed, and Mr. Lockwood has promises of a dozen children who will be taught in the zillah school-house at the rate of Rs. 3 a head. I would rather see them at the Jamalpore school; but until something comes of that project, these local efforts deserve every encouragement."

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605. ORISSA DIVISION.—In Pooree there were found only two families of Europeans and Eurasians, one of whom was well-off, the other had two boys and one girl, who were taught by their parents.

"In the district of Balasore there are altogether 39 European and 44 Eurasian children; of the former 30 belong to a class who are generally sent to Europe for education, and of the rest seven are educated in St. Joseph's English school and in English girls' school; of the 44 Eurasians, 27 are in school, and the majority of the rest are not of school-going age.

"In Balasore there are, besides the Government zillah school, the St. Joseph's school, and an aided English girls' school, and the Magistrate considers the existing provision to be ample, and he is not prepared to recommend the establishment of another school for so small and fluctuating a population.

"Cuttack has a large population of Europeans and Eurasians. The Magistrate states that there are 30 families in Cuttack who are not in a condition to give good and sound education to their children without the aid of Government; some have very precarious incomes, and cannot afford at times to pay even schooling fees, and do not care much about educating their children, and are so proud that they will keep their children at home rather than accept gratuitous education."

"In 38 families there are 172 children of both sexes, of whom 83 are actually attending schools and 89 are not. Some of the 89 are about to join, some are below school-going age, and a few others reside with their parents in the mofussil, who live much scattered over the whole district.

"The 83 children receiving education are distributed as follows:—

Cuttack Christian school	25
Roman Catholic ditto	37
Baptist Mission ditto	6
Cuttack College	4
Private tuition	11
Total ...	83

"The educational wants of local European and Eurasian children in respect to number of schools, are adequately provided, and it is only necessary to raise the status of one of the special schools for this class so as to improve the quality of education imparted. With this view a proposition was submitted by the Commissioner to the Director for the sanction of Government, but it was disallowed by Government order No. 3167, dated 11th November 1875, as the Government grant solicited by the Commissioner was much more than the guaranteed local income. Orders have recently been received from Government for making further efforts for the reconstitution of the Christian school in the manner proposed by the Venerable Archdeacon Baly in his letter No. 410 of 8th April 1876, to Government."

606. CHOTA NAGPORE.—The Commissioner reported that there was no need for special schools in his division. The nuns of Loretto have had a small school for European and Eurasian children at Hazareebagh for some years past.

LODGING-HOUSES.

607. LODGING-HOUSES.—On the 30th August 1875, the Lieutenant-Governor recorded a minute, in which attention was drawn to the necessity of establishing hostels or lodging-houses for students of Government colleges and higher English schools. It had been represented to His Honor that students have often their homes at a distance, and that there are no friends or relatives to take charge of them while at school. The consequence is that they sometimes lodge miserably, and are exposed to temptation. His Honor was anxious to help the parents in combating these evils.

608. It was accordingly proposed to establish lodging-houses under the care of masters belonging to the Government Colleges or schools, and to class them as follows:—

(a)—Those in which the lodging-house master would be appointed by the boy's parent as guardian for the time; the master would then feed the boy and control him absolutely as if he were his own child.

(b)—Those in which the lodging-house master would merely provide a lodging; this might be a house, or a set of thatched huts, in which a limited number of boys might live together. They would arrange for their own food, and would be generally at liberty. The master would charge rent to each lodger, would exercise only a general supervision, but would expel any lodger who seriously misbehaved. The lodgers would live more cheaply and comfortably than in stray lodgings; they would work with less interruption; and though there would not be an absolute restraint on them, yet they would be free from immediate temptation to vice. The object of Government was not to enable the students to live in a more expensive style, but to enable the lodging-house masters to have some control over them. It did

not, however, preclude enterprising teachers in schools or colleges from opening a more expensive home for the sons of richer parents. Accordingly the Lieutenant-Governor authorized the heads of Government colleges, of high schools, and of zillah schools to establish lodging-houses, and to appoint some of the native masters to supervise them. Each person so appointed might receive from Government, in addition to his pay, a certain rate per mensem for each student so living with him, of which a part would be for the master's trouble, and a part to help him in providing lodging, subject to the condition that no person should receive more than Rs. 50 a month from Government on this account. There would be no objection to attach more than one lodging-house to a school or college. The Principals and head masters and District Committees would be expected to exercise a general supervision over the hostels. A sum of Rs. 15,000 was set apart as a hostel grant for one year only, and head-money, at a rate not exceeding eight annas and not less than four annas, was proposed. The Director was asked to settle the allotments to the several Government colleges and schools out of the aggregate allowance of Rs. 15,000. LODGING-HOUSES.

609. Circulars were issued to all Principals of Colleges, Inspectors of Schools, and District Committees of Public Instruction, inviting proposals on the subject of the Lieutenant-Governor's minute, and a report was submitted to Government in March 1876. Several of the reports received from local officers referred to caste prejudices as standing in the way of a successful working of the scheme, and the Joint-Inspector of Schools, Orissa, feared that ignorant people might even regard the attempt to open hostels as a covert means of converting school boys to Christianity. Some of the District Committees complained that no suitable house-accommodation could be provided for any hostel that it might be desirable to open, while others represented the unwillingness of schoolmasters to undertake the risk of pecuniary loss. The chief difficulty, however, appeared to lie in the circumstance that most of the students who stood in need of lodging-houses managed to lodge and board at a cheap rate in low, damp, and crowded quarters, and any attempt to bring such young men together in some approved place under any sort of supervision would be costly and so far deterrent in its character.

Resolution No. 1074, dated the 10th April 1876.

610. One or other of the causes mentioned above has operated in a manner prejudicial to the establishment of hostels in several districts. It was only at the chief centres of population and intelligence that any degree of success could be expected, and accordingly it was proposed to aid in a substantial manner the few lodging-houses already at work or about to be established in connection with the Government Colleges and big schools. The following further orders were issued by Government on receipt of this report.

611. For the hostel at the Presidency, the Lieutenant-Governor granted a piece of land for a site to the west of the Senate House, and authorized the invitation of subscriptions for the erection of the building. It was hoped that Native gentlemen would come forward liberally in the realization of a scheme which promised to be of great advantage to the interests of education. Considering the importance of the hostels at Berhampore, Hooghly, Dacca, Patna, and Calcutta, His Honor was pleased to sanction grants of Rs. 500 per annum to each of these hostels, and, in addition, to allow head-money at the rate of eight annas in each of the mofussil colleges, and at the rate of one rupee in the Calcutta hostel, in consideration of the greater expense which attends a residence in the Presidency town. The advantages granted to the mofussil colleges above named, have subsequently been extended to the Kishnagurh College hostel. All the above hostels are at work, and it is hoped that the terms offered by Government will be acceptable to all concerned.

612. The Lieutenant-Governor sanctioned the proposal of the District Committees of Midnapore and Ranchi for the erection of necessary buildings from surplus funds of the schools, but His Honor declined to make any building grant out of the provincial revenues for any hostels. A similar concession was made to other district Committees desirous of erecting hostels; and when the necessary house accommodation was furnished, head-money at the rate of eight annas would be authorized.

613. At the mofussil colleges the hostels will be under the supervision of the College Principals. The Calcutta hostel will be under the Presidency Circle Inspector. Hostels which may be opened in connection with zillah schools will be supervised by the Circle Inspectors. These supervising officers will simply satisfy themselves that the hostels are conducted in such a manner as to justify the continuance of Government assistance to them. Proposals for hostel accommodation have been received from the Cuttack Medical School, and that institution has been admitted to the benefits of the scheme on the same terms as the zillah schools. The Baraset Zillah School has received a grant of Rs. 12-8 a month for a hostel established in connection with it. Some of the local committees have not as yet completed the preliminary enquiries which they consider necessary prior to the establishment of any hostels attached to the schools under them. It affords me sincere pleasure to state that

LODGING-HOUSES. a Hindoo lady, Srimati Bisveswari Debi of Mymensingh, has made a magnificent donation of Rs. 20,000 for the erection of a masonry structure for the reception of boarders belonging to the local Government school. The reports of Inspectors do not dwell on the subject of hostels, probably because they were not in operation in most of the divisions. Mr. Clarke, however, states that, in the opinion of the district committees generally, in the Rajshahye circle such hostels are not likely to be successful. As, however, the authorities at Julpaiguri thought that a hostel would be very useful there, Mr. Clarke saw no reason why other hostels would not be equally successful. It is also stated that at some places where the District Committees considered hostels not likely to prove useful, experienced teachers have expressed to the Inspectors a directly contrary opinion.

614. The only other Inspector who mentions the subject of hostels at all is Mr. Garrett, who, in his Chota Nagpore report, remarks as follows:—

"In connection with the zillah school at Ranchi, it is proposed to open a hostel in which the sons of some dozen of the richer zemindars will be willing to lodge while attending the school. It is hoped, in fact, that the establishment of the hostel will remove one of the chief difficulties in the way of the attendance of pupils of this class at the zillah school by supplying them with a lodging in the station. Answers were received from the other three zillahs to the effect that it did not seem expedient to open hostels in connection with the schools there."

J. SUTCLIFFE,

Director of Public Instruction.

Return of Attendance in Colleges and Schools for General Instruction as on the 31st March in the years 1875 and 1876.

Colleges and Schools for General Instruction.	Number of colleges and schools as on 31st March		Number of pupils as on 31st March	
	1875.	1876.	1875.	1876.
Colleges and Schools receiving State Grants.				
SUPERIOR INSTRUCTION—				
Colleges affiliated to the University in Arts—				
Government Colleges	10	10	851	838
Private Colleges, aided	5	6	362	411
Total ...	15	16	1,213	1,249
SECONDARY INSTRUCTION—				
Higher Class English Schools—				
Government Schools	44	45	11,417	11,952
Private Schools, aided	81	85	8,613	9,550
Total ...	125	130	20,030	21,502
Middle Class English Schools—				
Government Schools	7	6	962	872
Private Schools, aided	447	513	24,330	27,844
Total .	454	519	25,292	28,716
Middle Class Vernacular Schools—				
Government Schools	180	173	10,192	9,833
Private Schools, aided	763	778	36,445	37.608
Total ...	943	951	46,637	47,531
PRIMARY INSTRUCTION—				
Lower Class Vernacular Schools—				
Government Schools	15	24	410	645
Private Schools, aided	614	570	19,315	18,544
Patshalas, aided	12,516	12,897	310,299	338,044
Total ...	13,145	13.491	330,024	357,233
Instruction for Females—				
Government Schools	1	1	72	68
Private Schools, aided (including zenana agencies)	296	293	7.905	8,454
Total ...	297	294	7,977	8,522
Total of Colleges and Schools for General Instruction receiving State Grants ...	14,979	15.401	431,173	464,753
Colleges and Schools receiving no aid from the State.				
SUPERIOR INSTRUCTION—				
Colleges affiliated to the University in Arts	2	2*	28	155
SECONDARY INSTRUCTION—				
Higher Class English Schools	41	43	10,770	12,027
Middle Class English Schools	117	104	6,465	5,356
Middle Class Vernacular Schools	112	86	4,910	3,955
PRIMARY INSTRUCTION—				
Lower Class Vernacular Schools	160	153	4,129	3,495
Patshalas, Tols, and Maktabs...	2,356	1,800	52,545	40,219
INSTRUCTION FOR FEMALES—				
Girls' Schools	89	80	2,200	1,904
Total of Colleges and Schools for General Instruction receiving no aid from the State.	2,877	2,358	81,047	66,111
Grand total of Colleges and Schools for General Instruction	17,856	17,759	512,220	530,864

* The Baptist Mission College at Serampore and the Metropolitan College.

Return of Attendance in Colleges and Schools for Special Instruction as on 31*st March in the years* 1875 *and* 1876.

Colleges and Schools for Special Instruction.	Number of colleges and schools as on 31st March.		Number of pupils as on 31st March.	
	1875.	1876.	1875.	1876.
Special Instruction—				
Law Departments affiliated to the University ...	5	5	289	231
Medical College, English Department, affiliated to the University ...	1	1	330	225
Engineering Department, Presidency College, affiliated to the University ...	1	1	157	154
Civil Service Departments ...	2	... *	16	......
Madrasahs ...	5	5	637	628
Campbell Medical School, Sealdah ..	1	1	704	583
Hindustani Classes, Medical College ...	1	...... †	84	......
Vernacular Medical School, Patna ..	1	1	27	165
Vernacular Medical School, Dacca ..	....	1	.....	244
Vernacular Medical School, Cuttack ...	..	1		38
School of Art ...	1	1	169	134
Survey Vernacular Schools ...	.....	4	.. ..	122
Other Technical Schools, Government ...	4	3	129	143
Other Technical Schools, aided	1	1	5	8
Other Technical Schools, unaided	2	2	89	80
Normal Schools for Masters—				
Government Normal Schools...	40	42	1,620	1,381
Aided Normal Schools	10	11	650	647
Guru-training Classes (temporary), aided	3	6	41	79
Normal Schools for Mistresses—				
Aided Normal Schools ..	5	5	47	78
Unaided Normal Schools	1	.... ‡	25	..
Total of Colleges and Schools for Special Instruction ..	84	91	5,019	4,940
Grand total of Colleges and Schools for General and Special Instruction ..	17,940	17,850	517,239	535,804

* Abolished.
† Amalgamated with the Patna Medical School
‡ Transferred to the Aided List

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1875 and ending 31st March 1876.

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED
NATURE OF ESTABLISHMENT.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SUPERIOR INSTRUCTION—										
University	.....	.....	31,746	600	......	......	54,071	150	86,567	76,480
Colleges or Departments of Colleges affiliated to the University in Arts—										
Government Colleges	2,00,075	......	7,547	..	.....	......	76,413	899	2,84,934	2,84,934
Private Colleges, aided ...	22,796	....	14,217	32,902	..	....	23,692	9,500	1,03,107	1,03,107
Total ...	2,22,871	......	21,764	32,902	....	......	1,00,105	10,399	3,88,041	3,88,041
Scholarships held in Colleges—										
Senior	27,263	......	......	......	......	......	......	......	27,263	27,263
Junior	40,342	....	......	...	.....	....	.....	......	40,342	40,342
Endowed	....	.....	8,245	...	...	....	.....	......	8,245	8,245
Total ...	2,90,476	..	30,009	32,902		....	1,00,105	10,399	4,63,891	4,63,891
SECONDARY INSTRUCTION—										
Higher Class English Schools—										
Government Schools	1,17,104	......	8,330	7,556	....	......	2,34,578	3,118	3,70,695	3,63,428
Private Schools, aided	54,087	....	4,796	56,216	2,930	......	89,314	13,619	2,20,902	2,16,484
Middle Class English Schools—										
Government Schools	10,345	.....	......	352	......	......	10,737	......	21,434	21,434
Private Schools, aided	1,57,372	505	9,942	1,62,929	3,258	300	1,04,414	9,584	4,48,304	4,38,690
Middle Class Vernacular Schools—										
Government Schools	40,369	.....	142	1,768	180	453	22,759	947	75,618	75,548
Private Schools, aided	1,11,259	132	1,090	87,270	2,017	388	75,189	3,110	2,80,455	2,78,047
Total ..	4,90,536	637	24,309	3,16,091	8,385	1,141	5,37,021	30,378	14,17,498	13,93,631
Scholarships held in Higher and Middle Schools—										
Minor	10,047	.....	....	......	.....	......	......	......	10,047	10,047
Vernacular	33,230	..	.....	......	......	......	.....	....	33,230	33,230
Endowed	.....	....	2,572	..	.....	......	......	.....	2,572	2,572
Total ...	5,42,813	637	26,881	3,16,091	8,385	1,141	5,37,021	30,378	14,63,347	14,39,480
PRIMARY INSTRUCTION—										
Lower Class Vernacular Schools—										
Government Schools	3,628	......	.....	......	.....	......	323	2	3,953	3,933
Private Schools, aided	32,176	......	......	18,400	1,101	52	16,797	6,946	75,472	74,410
Patshalas, aided	3,99,403	600	766	40,259	2,976	1,771	2,59,327	31,054	7,36,156	7,33,822
Total ...	4,35,207	600	766	58,659	4,077	1,823	2,76,447	38,002	8,15,581	8,12,165
Scholarships held in Lower Class Vernacular Schools—										
Primary	20,047	......	......	......	......	.....	.....	......	20,047	20,047
Total ...	4,55,254	600	766	58,659	4,077	1,823	2,76,447	38,002	8,35,628	8,32,212
INSTRUCTION FOR FEMALES—										
Government Schools	5,431	......	......	......	......	......	1,090	.. .	6,521	6,521
Private Schools, aided	65,138	......	4,364	87,513	2,216	7	19,022	17,451	1,95,741	1,86,348
Total ...	70,569	......	4,364	87,513	2,216	7	20,112	17,451	2,02,262	1,92,869
Total for General Instruction ...	13,59,112	1,237	93,766	4,95,795	14,678	2,971	9,87,756	96,880	30,51,695	30,04,932

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1875 and ending 31st March 1876—(continued).

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED.
NATURE OF ESTABLISHMENT.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
SPECIAL INSTRUCTION—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Law Departments affiliated to the University ...	1,486	...	......	......	......	......	24,482	......	25,968	22,405
Medical College, English Department, affiliated to the University ...	1,20,577	...	......	...	...	...	20,915	...	1,41,492	1,41,492
Scholarships in ditto ...	4,708	.....	1,056	...	.....	......	....	...	5,764	5,764
Engineering Department of the Presidency College affiliated to the University ...	27,092	......	......	......	....	......	10,972	....	38,064	38,064
Scholarships in ditto ...	5,439	...	237	...	...	......	......	...	5,676	5,676
Madrasahs ...	35,962	...	......	15	...	...	1,950	120	38,047	38,047
Medical Vernacular Schools ...	51,252	...	......	...	......	.....	26,885	2,234	80,371	80,371
Scholarships in ditto ...	4,796	.	...	......	......	......	.	......	4,796	4,796
School of Art ...	16,819	..	.....	......	...	...	1,830	......	18,649	18,649
Survey Vernacular Schools ...	49	...	......	......	....	...	67	......	116	116
Other Technical Schools—Government ...	8,965	.....	...	....	...	......	......	1,496	10,461	10,461
Other Technical Schools—aided ...	1,026	...	......	720	...	...	......	122	1,868	1,496
Normal Schools for Masters—										
Government Normal Schools	1,35,078	...	......	...	...	......	755	139	1,35,972	1,35,972
Guru-training classes—aided (temporary) ...	693	......	......	......	.....	......	......	.....	693	693
Aided Normal Schools	9,321		...	11,234	80	......	22	3,778	24,435	24,431
Normal Schools for Mistresses—										
Aided Normal Schools	5,428	.	...	8,908	......	......	298	15	14,649	14,649
Total of Special Instructions ...	4,28,691	......	1,293	20,877	80	...	88,176	7,904	5,47,021	5,43,082
MISCELLANEOUS—										
* Charges for Schools abolished during the year ...	30,230	...	18	2,796	137	......	2,088	432	35,701	35,843
Charges incurred in the D. P. W. on Government buildings ...	1,80,863	...	......	14,317	......	......	......	......	1,95,180	1,95,180
Sundries, including Service Labels ...	35,108	......	......	5,549	......	......	......	......	40,657	40,657
Total of Miscellaneous ...	2,46,201	......	18	22,662	137	......	2,088	432	2,71,538	2,71,680
SUPERINTENDENCE—										
Direction ...	53,297	......	......	......	......	......	......	......	53,297	53,297
Inspection ...	3,15,702	......	......	......	......	......	.....	......	3,15,702	3,15,702
Total of Superintendence ...	3,68,999	...	......	......	......	......	......	......	3,68,999	3,68,999
GRAND TOTAL ...	24,03,003	1,237	95,077	5,39,384	14,895	2,971	10,78,020	1,04,710	42,39,253	41,88,698

* Exclusive of the expenditure of Civil Service Departments.

B.—Education.

-Distribution of Government, Aided, and Inspected Schools in the several Districts and Divisions under the Government of Bengal, for the year 1875-76.

1	2	3	4	5	6	7	8	9	10
Divisions.	Names of Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on the 31st March 1876.	Average number of square miles to each school.	Percentage of schools to population.	Number of pupils to each 1,000 of the population.
Burdwan ...	Burdwan	Bengali	3,523	2,034,745	718	27,165	4·0	·0353	*
	Bankoora	Ditto	1,346	526,772	316	10,118	4·26	·06	
	Beerbhoom	Ditto . ..	1,344	696,921	363	10,839	3·7	·052	
	Midnapore*	Ditto . .	5,082	2,540,963	2,466	49,733	2·06	·097	
	Hooghly with Howrah	Bengali and Urdu ...	1,424	1,488,556	472	21,603	3·017	·03	
	Total ..	. .. .	12,719	7,286,957	4,335	119,458	2·934	·050	16·3
Presidency ...	24-Pergunnahs	Bengali . . .	2,562	2,210,047	1,364	47,000	1·87	·061	
	Nuddea	Ditto	3,421	1,812,795	827	28,899	3·9	·048	
	Jessore	Ditto .	3,658	2,075,021	790	26,242	4·6	·038	
	Murshedabad . .	Ditto	2,578	1,353,626*	506	14,664	5·09	·037	
	Total .	. ...	12,219	7,451,489	3,487	116,805	3·46	·046	15·6
	Calcutta... ...	Bengali . ..	8	447,601	278	20,752	·028	·062	45·
Rajshahye .	Rajshahye .. .	Bengali	2,234	1,310,729	319	10,051	7·	·0024	
	Dinagepore .. .	Ditto	4,126	1,501,924	256	5,525	16·117	·01	
	Maldah	Ditto . .	1,813	676,426	127	4,358	14·27	·018	
	Bogra	Ditto . .	1,501	689,467	122	3,695	12·3	·017	
	Rungpore .	Ditto	3,476	2,149,972	525	11,090	6·6	·02	
	Pubna	Ditto	1,966	1,211,594	285	9,665	6·89	·02	
	Julpigoree	Bengali, Garo, and Mech	2,906	418,665	153	3,263	18·992	·031	
	Darjeeling	Bengali, Bhooteah, Hindi, Lepcha, and Nepaulese	1,234	94,712	46	994	27·6	0.4	
	Total ...	... ...	19,256	8,053,489	1,833	48,641	10·5	·022	6
Orissa	Cuttack	Uriya . .	3,178	1,494,784	466	9,604	6·8	·031	
	Pooree	Ditto	2,473	769,674	190	4,384	13·01	·02	
	Balasore	Ditto . .	2,066	770,232	214	6,118	9·6	·02	
	Total	... .	7,717	3,034,690	870	20,106	8·8	·028	6·6
Chota Nagpore	Hazareebagh	Hindi and Bengali	7,021	771,875	214	4,833	32·8	·028	
	Lohardugga .. .	Ditto ..	12,044	1,237,123	284	7,666	42·4	·022	
	Singbhoom . .	Ditto ...	4,503	415,023	90	4,467	50·	·021	
	Manbhoom ...	Bengali . .	4,914	995,570	246	7,187	19·97	·044	
	Total .	. ... ..	28,482	3,419,591	834	24,153	34·1	·024	7
Chittagong .	Chittagong	Bengali and Mughi .	2,498	1,127,402	230	8,462	10·86	·02	
	Noakholly	Bengali	1,557	713,934	197	6,640	7·8	·02	
	Chittagong Hill Tracts	Mughi	6,882	69,607	30	449	3441·	·002	
	Total ..	.. ...	10,937	1,910,943	457	15,551	25·49	·02	8·1

* In the western border Sonthali language is spoken, and in the southern border Uriya.

B.—EDUCATION—(*continued*).

4.—*Distribution of Government, Aided, and Inspected Schools in the several Districts and Divisions under the Government of Bengal, for the year* 1875-76.

1	2	3	4	5	6	7	8	9	10
DIVISIONS.	Names of Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on the 31st March 1876.	Average number of square miles to each school.	Percentage of schools to population.	Number of pupils to each 1,000 of the population.
Dacca ...	Dacca ...	Bengali ...	2,897	1,852,993	472	21,214	6·1	·025	
	Burrisaul ..	Ditto ...	4,187	1,889,139	499	16,929	8·39	·026	
	Furreedpore ..	Ditto ...	2,365	1,515,821	358	12,173	6·6	·02	
	Mymensingh ..	Ditto ...	6,293	2,349,917	404	13,554	15·576	·01719	
	Tipperah ...	Bengali and Tipperah ..	2,530	1,419,229	319	10,458	7·93	·022	
	Total	...	18,272	9,027,099	2,052	74,328	8·9	·02	8·2
Patna ...	Patna ...	Hindi and Hindustani .	2,101	1,559,638	333	11,077	6·3	·02	
	Gya ..	Ditto	4,718	1,949,750	382	10,528	12·4	·02	
	Shahabad ...	Ditto	4,385	1,723,974	405	10,185	18·8	·023	
	Sarun ..	Ditto	2,654	2,063,860	417	9,203	6·3	·02	
	Chumparun ...	Hindi ...	3,531	1,440,815	207	5,694	17·	·014	
	Mozufferpore .	Tirhoota, Hindi, and Hindustani ..	2,969	2,188,382	307	7,950	9·6	·014	
	Durbhunga ..	Hindi and Hindustani ..	3,374	2,196,324	251	6,337	13·4	·011	
	Total	...	23,732	13,122,743	2,302	61,064	10·3	·017	4·6
Bhagulpore ..	Bhagulpore ...	Hindi and Hindustani ..	4,327	1,826,290	341	7,821	12·7	·019	
	Monghyr ...	Hindi ...	3,913	1,812,986	303	8,082	12·9	·017	
	Purneah ...	Ditto ...	4,956	1,714,795	385	7,955	12·9	·022	
	Sonthal Pergunnas	Bengali, Hindi, and Sonthali ...	5,488	1,259,287	252	5,977	21·8	·02	
	Total	...	18,684	6,613,358	1,281	30,755	14·6	·019	4·6

Return of Social Position of Pupils in the Colleges for General and Special Education and the School of Art for the official year 1875-76.

Colleges.	Number of institutions.	Number of pupils on the rolls on 31st March 1876.	Hindus. Upper classes.	Hindus. Middle classes.	Hindus. Lower classes.	Hindus. Parentage not known.	Hindus. Total.	Muhammadans. Upper classes.	Muhammadans. Middle classes.	Muhammadans. Lower classes.	Muhammadans. Parentage not known.	Muhammadans. Total.	Christians. Upper classes.	Christians. Middle classes.	Christians. Lower classes.	Christians. Parentage not known.	Christians. Total.	Others. Upper classes.	Others. Middle classes.	Others. Lower classes.	Others. Parentage not known.	Others. Total.	Total. Upper classes.	Total. Middle classes.	Total. Lower classes.	Total. Parentage not known.	Total. Total.
General—																											
Government—																											
Presidency College ...	1	310	26	268	...	...	294	6	9	...	...	15	...	1	...	...	1	...	...	...	...	...	32	278	...	...	310
Hooghly " ...	1	129	6	102	...	...	108	...	18	...	...	18	...	3	...	...	3	...	...	...	...	...	6	123	...	...	129
Kishnaghur " ...	1	64	...	58	3	...	61	...	2	1	...	3	...	...	...	...	...	...	...	...	...	...	...	60	4	...	64
Dacca " ...	1	129	1	125	...	...	126	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...	1	128	...	...	129
Berhampore " ...	1	31	1	30	...	...	31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	30	...	...	31
Patna " ...	1	92	10	61	1	...	72	...	18	...	...	18	...	2	...	...	2	...	...	...	...	...	10	81	1	...	92
Cuttack " ...	1	17	...	13	1	...	14	...	...	1	...	1	...	...	...	...	...	...	2	...	...	2	...	15	2	...	17
Sanskrit " ...	1	24	3	21	...	...	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	21	...	...	24
Bauleah High School ...	1	26	...	26	...	...	26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	...	...	26
Midnapore " ...	1	16	...	15	...	...	15	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	16	...	...	16
Total	10	838	47	719	5	...	771	6	51	2	...	59	...	6	...	...	6	...	2	...	...	2	53	778	7	...	838
Aided—																											
Free Church College ...	1	100	1	96	...	...	97	...	...	...	...	...	...	3	...	...	3	...	...	...	...	...	1	99	...	...	100
General Assembly's " ...	1	118	1	117	...	...	118	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	117	...	...	118
St. Xavier's " ...	1	58	10	30	...	...	40	1	...	...	...	1	4	12	...	...	16	...	1	...	...	1	15	43	...	...	58
Cathedral Mission " ...	1	80	3	69	...	2	74	...	...	...	...	...	...	6	...	...	6	...	...	...	...	...	3	75	...	2	80
Doveton " ...	1	11	...	...	...	...	...	...	1	...	...	1	...	10	...	...	10	...	...	...	...	...	...	11	...	...	11
London Mission " Bhowanipore ...	1	44	...	43	...	...	43	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	44	...	...	44
Total ...	6	411	15	355	...	2	372	1	1	...	...	2	4	32	...	...	36	...	1	...	...	1	20	389	...	2	411

Return of Social Position of Pupils in the Colleges for General and Special Education and the School of Art for the official year 1875-76.—(Continued.)

Colleges.	Number of institutions.	Number of pupils on the rolls on 31st March 1876.	Hindus.					Muhammadans.					Christians.					Others.					Total.				
			Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.
Special—																											
Law—																											
Presidency College ...	1	175	6	167	...	...	173	...	2	...	...	2	...	...	...	...	...	...	...	...	...	...	6	169	...	...	175
Hooghly " ...	1	14	2	12	...	...	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	12	...	...	14
Dacca " ...	1	15	...	15	...	...	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	15
Patna " ...	1	26	3	20	...	...	23	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...	3	23	...	...	26
Kishnaghur " ...	1	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1
Total ...	5	231	11	215	...	...	226	...	5	...	...	5	...	...	...	...	...	...	...	...	...	...	11	220	...	...	231
Medicine—																											
Medical College, Calcutta ...	1	225	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																											
Civil-Engineering Department, Presidency College	1	154	...	143	...	...	143	...	1	1	...	2	...	8	...	1	9	...	...	...	...	...	...	152	1	1	154
School of Art ...	1	134	...	122	1	...	123	...	4	1	...	5	...	2	...	...	2	...	4	...	...	4	...	132	2	...	134
Grand Total ...	24	1,993	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Return of Social Position of Pupils in the Schools of the several Commissionerships for the official year 1875-76.

Commissionership.	Hindus.					Muhammadans.					Christians.					Others.					Total.				
	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.
Burdwan Division ...	490	33,861	76,080	21	110,452	7	2,014	5,210	...	7,231	1	264	99	....	364	....	10	1,399	2	1,411	498	36,149	82,788	23	119,458
Presidency " ...	395	32,348	53,235	27	86,005	41	3,376	26,563	......	29,980	...	230	505	33	768	8	16	27	1	52	444	35,970	80,330	61	116,805
Calcutta	231	4,904	851	2,319	8,305	3	591	231	395	1,220	2	1,265	449	686	2,402	......	33	2	9	44	236	6,793	1,533	3,409	11,971
Rajshahye Division ...	131	7,783	16,030	1	23,945	20	3,213	21,204	...	24,437	.	91	15	3	109	2	19	129	...	150	153	11,106	37,378	4	48,641
Dacca " ..	245	22,797	29,202	8	52,242	40	2,773	18,480	4	21,297	6	99	293	...	398	1	10	376	4	391	292	25,669	48,351	16	74,328
Chittagong " ...	42	2,651	4,731	......	7,424	15	1,519	5,290	.....	6,824	.	17	64	....	81	3	211	1,008	.....	1,222	60	4,398	11,093	......	15,551
Patna " ..	359	12,603	40,717	5	53,684	38	1,420	5,714	2	7,174	1	111	46	41	199	......	4	3	......	7	398	14,135	46,480	48	61,064
Bhagulpore " ...	158	6,167	16,364	...	22,689	32	1,096	4,642	...	5,770	...	116	633	.....	749	1	17	1,509	....	1,527	191	7,396	23,149	......	30,735
Orissa " ...	49	5,217	12,221	...	17,487	......	420	1,040	....	1,460	...	239	149	537	925	......	......	234	.....	234	49	5,876	18,644	537	20,106
Chota Nagpore Division	49	3,065	12,766	2	15,882	1	162	971	...	1,134	... ..	58	2,010	37	2,144	...	224	4,760	......	4,993	50	3,509	20,555	39	24,153
Total ...	2,149	131,386	262,197	2,383	398,115	197	16,584	89,345	401	106,527	10	2,490	4,302	1,337	8,139	15	544	9,456	16	10,031	2,871	151,004	363,300	4,137	*522,312

* No returns from 10,999 pupils.

B. P M.—Regr. No. 8982—528—1-12-76.

GENERAL DEPARTMENT.

EDUCATION—No. 3180.

CALCUTTA, THE 5TH DECEMBER 1876.

RESOLUTION.

READ—

The General Report on Public Instruction for the year 1875-76.

THE preparation of this report has been delayed by the lamented death of Mr. H. Woodrow, the Director of Public Instruction. A distinguished scholar, a successful teacher, an energetic Inspector of Schools, and an efficient Director, Mr. Woodrow devoted to the cause of education abilities which were at once stimulated by philanthropy and guided by sound judgment. Earnest and conscientious in his work, he displayed at the same time a kindliness and a sympathy which attracted the confidence of all with whom he was brought into contact; and the natives of Bengal, whose best interests he had deeply at heart, will long remember his name with affection and respect. The report which he left unfinished has been completed by his successor, Mr. Sutcliffe, to whom the thanks of the Lieutenant-Governor are due for a clear and comprehensive review of the educational progress of the year.

2. Excluding unaided indigenous pathsalas, of which no accurate returns can be given, the report of 1874-75 showed a total of 15,584 schools with 464,694 pupils, being an increase of 1,050 schools and of 36,015 pupils over the figures of the previous year. The corresponding figures for 1875-76 give 15,960 schools and 495,585 pupils, or an addition of 376 schools and of 30,891 pupils. The increase is thus smaller than in the previous year, which is so far a matter for regret. As regards the number of schools and scholars in the mass, Sir Richard Temple can never cease to urge on all concerned the principle expressed in his Minute of the 27th April 1875, namely this:—

"The analogy of a constantly widening circle seems to be applicable to this case. That which is now the outer circumference, represented by the lowest standard, will soon be occupied by a better standard, and then the lowest standard will be pushed out to an additional circumference, embracing more thousands of humble scholars. That circumference, again, will hereafter yield to a better standard, and once more the lowest standard will be moved outwards to a new circumference and to more thousands of scholars; and so on, till we get nearer and nearer to our ultimate object, namely, the education of nearly all the poorest classes."

3. The Lieutenant-Governor is therefore glad to be able to agree with the Director in thinking that these statistics show the increasing stability of the present system of education. In 1875-76 there were 82 new pupils added for every new school; whereas in 1874-75 there were only about 34 new pupils for each additional school. At present there is an average of about 30 pupils in each school. If this average could be raised to 50, we should have about 800,000 pupils under systematic instruction—a number doubtless very far short of the actual requirements of the country, but considerably in excess of any results which have hitherto been attained. Still the Lieutenant-Governor would indicate this as a goal to be striven for. The winning of such a goal must greatly depend on the well-directed efforts of the district officers. It is astonishing to note how much an officer in such a position can accomplish. For instance, it is hardly too much to say that, if every district officer in all these provinces could do as much for education as is done by the district officer of Midnapore, the total of 800,000 would not only be reached, but would

be greatly exceeded. An example like this convinces the Lieutenant-Governor that he is not demanding the impossible when he calls upon all officers to go on augmenting year by year the area of education.

4. The Lieutenant-Governor can only say that the aim of our district authorities should be to have as great a total of schools and scholars as may be possible, until at last all the youth of the nation of a school-going age shall be at school.

5. Whether our present number can be augmented must mainly depend on financial resources, and it must be admitted that we have nearly reached the limit of existing resources. The schools are already so numerous as to tax severely the powers of the inspecting staff. Our object then must be, with the assistance of the people, to raise more and more the means of establishing schools.

6. Meanwhile we certainly can proceed with the improvement of the very many schools which, happily, the country does possess; to raise the character of the education; and to increase the average number of pupils in each school.

7. The principal educational measures of the year may be summarized as follows. Offers have been made by Government for the establishment of additional colleges and high schools, and these offers have already borne fruit in Cuttack, Chittagong, and Rungpore; technical education has been advanced by the foundation of survey schools in the mofussil, by assistance given to public associations in Calcutta, and by the opening of a Fine Arts gallery in connection with the School of Art; new medical schools have been established at Dacca and Cuttack; an intermediate class of schools between the primary and the middle schools has been founded; the normal school system has been remodelled; rules have been laid down for the course of instruction to be given in madrissas; the inspecting staff has been strengthened and reorganized; orders have been passed to regulate the selection of text-books and the course of study in vernacular schools; scholarships for girls have been established; encouragement has been given to the opening of hostels and lodging-houses in connection with colleges and zillah schools, and measures have been taken, both in Calcutta and the mofussil, for the education of the poorer classes of European and East Indian children.

8. In all these measures it has been the object of the Government to encourage the exertions and supplement the contributions of the people themselves, and to leave, so far as might be possible, the settlement of matters of detail to the discretion of the local committees and of the leading members of the native community. It is satisfactory to find from the report that this policy has thus far met with a liberal response, showing at once the desire of the people for educational improvement, and their confidence in the measures initiated by Government. In 1874-75 the Government expenditure was Rs. 22,59,000, and the total expenditure Rs. 39,27,000, showing the contribution of Rs. 16,68,000 by the public: in the year under review the Government expenditure rose to Rs. 24,03,000, and the total expenditure to Rs. 41,89,000, giving a public contribution of Rs. 17,86,000. It is also to be observed that these figures, which show only the expenditure of the year, do not adequately represent the total contributions of the people, as large sums have been subscribed for investment, especially in Calcutta, Nuddea, Orissa, and Chittagong, and the figures take no account of the numerous private schools which are not aided by Government, and are not included in the returns. This readiness on the part of the people to contribute to the support of national education is specially satisfactory, when it is remembered that financial considerations must prevent the Government from doing much more than it does at present to assist public instruction. What remains to be done must be accomplished principally by the efforts of the people themselves.

9. Paragraphs 16—21 of the report supply some interesting statistics, showing the comparative contributions by Government and by the people to

the different classes of schools; the number of boys per thousand of the population known to be at school in each division of the Lower Provinces; the class of instruction reached by the pupils; and the details of this result for each class of schools. The fact that nearly 50,000 children—one-tenth of the whole number returned for Bengal—are known to be at school in the single district in Midnapore, shows what may be done by energetic and judicious management on the part of the district authorities. Behar is still the most backward of all the provinces, but there is a marked improvement in the school attendance in both the Patna and Bhagulpore Divisions. In all schools taken together more than half the pupils (55·4 per cent) are still in the lower section of the primary stage—that is to say, they cannot yet read, write, and understand easy sentences in their own language. It is not altogether satisfactory to find that the proportion of pupils who are still in the elementary stage is somewhat larger than it was last year; but this is explained in the report as a result which necessarily follows from any large increase in the total number under instruction.

10. The returns of primary education show a total of 13,491 schools with 357,233 pupils, being an increase of 346 schools and 27,209 pupils over the figures of last year. The increase is almost entirely in the new or "E" patshalas, the Government schools and the grant-in-aid schools showing a trifling increase, while there is a considerable falling off in the circle schools and the old or "D" patshalas. The Director looks upon this as a proof that the Government system is improving the character of primary instruction, and is transforming the primaries from mere hedge-schools, with eight or ten pupils, into decently attended village schools. This opinion seems to be borne out by the figures, which show that the E patshalas have increased by 514 schools with 28,156 pupils; in other words, that for each additional school there have been 54·8 additional pupils. At the same time there has been a decrease in the average annual cost to Government of each patshala and of each pupil. The total expenditure on primary schools was Rs. 4,35,207; but this does not include the cost of classes for the training of "gurus" or village school-masters, nor of inspection. If these are added, the total expenditure for primary education was about Rs. 4,57,600.

11. The Lieutenant-Governor has said on former occasions that he does not desire to insist upon any rigid or uniform system being adopted in the management of these schools. In the present early stage of popular education, that system is the best which most readily adapts itself to local requirements and is most willingly accepted by the people. In the hands of Mr. Harrison, the able Magistrate of Midnapore, the plan of payment-by-results has been extremely successful, and the Lieutenant-Governor is glad to find that a similar system has been introduced in Patna, Bhagulpore, Dacca, and Chittagong. But it would be his wish to leave a large discretion to local officers in the selection of the method which they may judge to be best suited to the condition of their several districts; and he would hold up Midnapore as an example rather of the results which may be attained than of the system which must necessarily be pursued.

12. The payment of fees in primary schools has been more generally enforced during the year, and this is entirely in accordance with the policy which the Government desires to pursue in giving aid to popular education. At the same time, while a moderate payment should be required from all who are able to pay, no one should be excluded from a primary school simply on account of his inability to pay the fee. It is satisfactory to find that the complaint formerly made, that the people withdraw their payments from the gurus or old village school-masters who receive Government aid, is now very seldom heard. The difficulty is said still to be felt in some parts of the Rajshahye, Orissa, and Chota Nagpore Divisions. But the truth appears to be that in these localities the people withhold payment from the guru not because he gets a Government stipend, but because they know his services to be

worth very little. If the guru is efficient, he will get a good fee-income in addition to his grant from Government: if he is not efficient, it would be better not to subsidize him with Government money.

13. The results of the primary scholarship examination are shown in a very incomplete form in the report, and no table is given of the total number of candidates who competed and who passed. It appears that no examination was held in Bhagulpore, and the Lieutenant-Governor will by a separate letter enquire why the orders conveyed in the Minute of the 27th April 1875 were not carried out in this district. On the whole, it appears, so far as can be gathered from the report, that there was a large number of competitors, and that about two-fifths of the candidates succeeded in passing the examination; but the standard varied greatly in different districts, and no general comparison is practicable. Without wishing absolutely to prescribe rules for the conduct of an examination which has been so recently established, and which requires to be adapted to very different stages of educational progress, the Lieutenant-Governor considers it desirable that an examination should be held at least in every sub-division of each district; that certificates of competency should be given to all who reach the standard, whether they actually obtain scholarships or not; and that no one who is not qualified to receive a scholarship should be allowed to offer himself for examination. Upon this last point there appears to be much discrepancy of opinion, many officers wishing that all students should be encouraged to compete, and some even desiring that the limit of age for primary scholarships should be altogether abolished. But if the primary scholarship is to be, as the Lieutenant-Governor would wish it to be, a link in the chain of scholarships leading up to the University, it is essential that the limit of age should be enforced, and in this case the examination would be deprived of all significance if boys disqualified by age from obtaining a scholarship were permitted to compete. The standard of the scholarship is intended to be such as may be attained by boys of 11 years of age, and a boy two or three years older should not be considered entitled to a certificate of competency for passing it. It may be added that some restriction of the numbers of the competitors appears necessary to prevent the conduct of the examination being too heavy a burden upon the examiners.

14. Schools of the intermediate standard were established by orders which were not issued till September 1875, and consequently these schools are still only in process of formation. But they will be found, the Lieutenant-Governor believes, to supply a want which has long been felt; they will attract the best and most promising pupils from the pathsalas, who might have hesitated to enter a middle school, but who will imperceptibly be led onwards through the agency of these schools to the higher stages of education. The Director appears to be in some doubt whether these schools should be reckoned as coming under primary or under secondary instruction. He remarks that they are alternatively described as lower vernacular schools, a term which is synonymous with primary, but that they ought properly to rank among secondary schools, especially as it is intended that English shall be taught in some of them. But in this there seems to be some confusion between the appellation of the scholarships connected with these schools, and the designation of the schools themselves. The middle schools compete for vernacular scholarships, and the scholarships of these intermediate schools, the standard of which is lower, are rightly described as lower vernacular scholarships. But it was not intended that the term "lower vernacular" should be applied to schools of the intermediate class. The Lieutenant-Governor would prefer that they should be separately classed as "intermediate," but if the authorized forms of educational statistics do not admit of this, the schools should undoubtedly rank under secondary, and not under primary, instruction.

15. Under the head of secondary instruction are classed all schools of which the standard is higher than that of the primary scholarship, but not higher than that of the University Entrance examination. Excluding intermediate schools, which need not in their present imperfect state of

development be further considered, secondary instruction comprehends schools of three classes—middle vernacular, middle English, and higher English. A comparison of these schools for the last two years gives the following results :—

Class of Schools.	1874-75. Schools.	1874-75. Pupils.	1875-76. Schools.	1875-76. Pupils.
Middle vernacular	1,055	51,547	1,037	51,486
Middle English	571	31,757	623	34,072
Higher English	166	30,800	173	32,529
Total ...	1,792	114,104	1,833	118,087

It will be observed that while the average number of pupils in a middle vernacular school is a little less than 50, and in a middle English school 54·6, the average in higher English schools is 188.

16. The figures given above show that while there has been some general increase both of schools and scholars under secondary instruction, the increase has been most considerable in the higher stages. It is also satisfactory to find that the increase has been in aided and private schools and not in Government schools, and the decline of vernacular schools, contrasted with the increase in middle and higher English schools, is an instructive sign of the growing desire for English education. Indeed, in some parts of the country, and especially in some parts of the Presidency and Burdwan Divisions, the time appears to be at hand when it will no longer be necessary for the Government to regulate or subsidize the higher English schools.

17. The same tendency appears to be indicated by the results of the vernacular and minor scholarship examinations. It is true that the candidates for the vernacular scholarship were more numerous than in the preceding year, but the increase was confined to the comparatively backward provinces of Behar, Orissa, and Chota Nagpore, and the proportion of successful candidates showed a decrease. On the other hand, the minor scholarship examination showed some increase in the number of candidates, and a very considerable increase in the number who passed, the percentage of successful candidates having risen from 66 to 72. The total numbers were—

	Candidates.	No. who passed.	Scholarships awarded.
Vernacular scholarship	4,062	2,521	225
Minor scholarship	1,140	816	112

18. It may be deduced from these figures that an education which includes some acquaintance with English is now more popular, and is on the whole more fruitful in sound instruction than one which is restricted to the study of the vernacular tongue. The Lieutenant-Governor is encouraged to believe that he was right in deciding that the new intermediate class of schools should teach English as well as the vernacular. But the report shows that it is still a general subject of complaint that the English teaching in middle schools is of very inferior quality, and that boys who pass the minor scholarship examination are never found equal to the standard of the second class, and very seldom even of the third class, of a zillah school. It must be remembered that in these schools English is taught as a language, but is not made the medium of instruction in other subjects, history, geography, and mathematics being taught in the vernacular. In the phraseology of the department, the schools are schools teaching English, but not teaching through English. Two of the Inspectors have recommended that this system should be altered, and that the instruction in middle English schools should be assimilated to that given in the third class of a zillah school. But the Lieutenant-Governor is not at present prepared to introduce so great a change as this. He would prefer to see a well-considered attempt made to improve the English teaching in these schools, by insisting that aided schools shall employ competent teachers, on pain of a withdrawal of their grants; by requiring one-third of the marks in the English paper to be gained as a

condition of receiving the minor scholarship certificate; and perhaps also by establishing Government middle schools, with efficient masters, at the head-quarters of sub-divisions, in the manner suggested in paragraph 210 of the report.

19. It has already been shown that in higher English schools, by which are meant schools teaching up to the standard of the University Entrance examination, there was an increase during the year of seven schools and of 1,729 pupils. The expenditure upon schools of this class during the last two years has been as follows:—

	1874-75.		1875-76.	
	By Government.	Total.	By Government.	Total.
	Rs.	Rs.	Rs.	Rs.
Government schools ...	1,22,707	3,58,466	1,17,104	3,63,428
Aided schools ...	51,728	1,89,549	54,087	2,16,484
Total ...	1,74,435	5,55,015	1,71,191	5,79,912

These figures, as is remarked in the report, are very satisfactory. There has been an increase of schools and pupils, and a considerable addition to the total expenditure, but a larger share of the cost is borne by the people. In Government schools the total annual cost per head is about Rs. 30, of which rather less than one-third is paid by the State. In aided schools the cost is Rs. 22, of which the Government pays Rs. 5-10.

20. The educational progress of higher schools is tested by the result of the University Entrance examination, and, tried by this standard, the year under review was greatly below the average. In all, 1,819 candidates were sent up from 175 schools, and of these only 566, or 31 per cent. succeeded in passing the examination. The result was least unfavourable in the Government schools, from which 37·6 per cent. passed; unaided private schools passed 28·1 per cent.; and aided schools only 24·9 per cent The causes of this apparent decline, and the remedies which should be applied, have been discussed by the Lieutenant-Governor in a separate correspondence with the late Director, and orders have been issued, the effect of which, it is hoped, will be to enforce more careful preparation and ensure more accurate study.

21. The number of Government colleges which teach the entire course up to the B. A. degree was increased to six during the year by the raising of the Kishnaghur and Cuttack colleges to the higher grade. The Sanskrit and Berhampore colleges, and the high schools of Midnapore and Rampore Beauleah, teach up to the standard of the First Arts examination. The high schools of Chittagong and Rungpore were established after the close of the year under review. The total number of under-graduate students in the Government colleges and high schools was 838, showing a decrease of 13 compared with the figures of the previous year; but this was more than made up by the increased numbers in the aided colleges, and the total number in both classes of institutions was 1,249, against 1,213 in 1874-75. The total expenditure upon education of this kind was as follows:—

	Government funds.	Fees and private funds.	Total.
	Rs.	Rs.	Rs.
Government colleges and high schools...	2,00,075	84,859	2,84,934
Aided colleges	22,795	80,312	1,03,107
Total ...	2,22,870	1,65,171	3,88,041

The expenditure was largest in the Berhampore College, where each student cost a total of Rs. 918, of which Government paid Rs. 849. In the Presidency College the cost per head was Rs. 324, of which Rs. 158 were paid by Government and Rs. 166 from fees and private funds. The high schools at Midnapore and Rampore Beauleah are maintained from fees and endowments without any expense to the State.

22. The results of both the First Arts and the B. A. examination were such as to give rise to some doubt whether the high standard of education, for which Bengal has so long been honourably distinguished, is being maintained by the present generation of under-graduate students. For the First Arts examination there were 445 candidates, of whom 112 or 25 per cent. were successful; for the B. A. degree the candidates were 229, and of these only 54 or 23·5 per cent. satisfied the examiners. Various explanations of this want of success are suggested in the report, and these may perhaps have had some share in contributing to the result; but the verdict of the examiners was that the failure was due to a want of careful and accurate preparation, that the students had been contented to trust to their memory without attempting to exercise their intelligence, and had perused the text-books without mastering the subjects. The Lieutenant-Governor has already, in a separate communication, called the attention of the Director to these remarks of the examiners, and he has issued orders which will, he hopes, have the effect of giving a more practical direction to the instruction in the departments of chemistry and botany. He will gladly take any other measures in his power which may be shown to be necessary to effect the required improvement. But the remedy for the evil complained of does not rest with the Government, but with the teachers and students themselves: and the Lieutenant-Governor trusts that both these classes will lay this matter seriously to heart, and will strenuously exert themselves, the one to impart, and the other to acquire, that solid and accurate knowledge which at once enriches and disciplines the intellect.

23. The Lieutenant-Governor learns with much satisfaction that the orders which have been given for the encouragement of Sanskrit in normal and zillah schools have had the good effect which was hoped for from them, and that the pedantic and unpractical use of that language, which was justly objected to by his predecessor, has disappeared from our schools. This improvement in the study of Sanskrit is a subject for congratulation in the interests both of philological learning, of national sentiment, and of liberal education. A sound knowledge of Sanskrit is of importance to the maintenance of the purity and originality of the Bengal language, and some degree of acquaintance with it may be considered as essential to the training of an educated Bengali gentleman.

24. In the Resolution upon last year's report the Lieutenant-Governor recorded an expression of his opinion that the paucity of those who take degrees in the University, as compared with those who matriculate, is at present a grave blot in our educational results. In the report now under review, the Director remarks that the proportion of students who finish their educational career with entrance into the University is not very great. Of those who passed the Entrance examination in December 1875, it is said that about 90 per cent. continued their studies in colleges, and that the whole number of those who passed the First Arts examination either joined a third-year class, or were admitted into the Medical College. But the Lieutenant-Governor is compelled to observe that only one-fifth of those who passed the Entrance examination passed the First Arts, and that, of the number who passed the First Arts, only one-half obtained the degree of B.A. In other words, the graduates were only one-tenth of the number who matriculated.

25. In view of these figures, the Lieutenant-Governor thinks it necessary to request special attention to what was said on this subject in the Resolution of last year, and to repeat that it is the settled policy of the Government of Bengal that an University degree shall ordinarily be considered a necessary qualification for employment in any of the higher offices of the public service. There can be no doubt that the enforcement of this rule will have a marked effect on the general diffusion of higher education, the success of which may be said to depend, first, on the maintenance of a high and appropriate standard for University degrees and a strict examination; and secondly, on the adoption of the principle that the possession of an University degree shall be insisted on in all candidates for superior appointments in the public service.

26. Under the head of special instruction are included the subjects of law, medicine, and civil engineering; survey schools, industrial schools, and schools of art. The law classes in the five Government colleges in which a separate department for this study is maintained, showed a falling off in numbers during the year, which is attributed to the large proportion of failures in the B. A. examination. In the Presidency College the law classes are entirely supported by fees, and indeed yield a surplus: in the mofussil colleges a Government expenditure of Rs. 1,486 was incurred for these classes. The total number of students was 231, against 289 in the previous year.

27. The medical schools are now five in number; new schools at Dacca and Cuttack having been opened during the year. Except in the English department in the Medical College, the instruction in all these schools is given in the vernacular. The Dacca school is well attended, and promises to be a very useful and popular institution. The Cuttack school was opened towards the close of the year, and is intended to supply a want which has for some time been felt, owing to the distance of Orissa from the higher educational institutions of Bengal. The total number of pupils in the medical schools was 1,255, and the expenditure was Rs. 2,21,863, of which Rs. 1,71,829 were contributed by Government, or a cost of Rs. 137 per head.

28. The civil engineering department of the Presidency College contained 154 pupils, the numbers being very nearly the same as those of last year. There was a reduction of expenditure owing to changes in the instructing staff. The results of the departmental examinations were fairly satisfactory, and four candidates who went up for the University degree of Bachelor in Civil Engineering were all successful. Altogether 44 pupils were sent out from the class during the year with certificates of qualification for employment in the Public Works Department.

29. Four vernacular schools of surveying were established towards the close of the year at Hooghly, Dacca, Patna, and Cuttack. These schools have made a successful beginning with 122 pupils, and it is hoped that they will prove a preliminary step towards the establishment of a system of technical instruction, and that they will be supplemented hereafter by the foundation throughout Bengal of industrial schools for the teaching of handicrafts, and for the improvement of the several forms of manual industry which exist in the country. Industrial and technical schools are at present few in number. There is an artizan school at Dacca attached to the normal school; at Dehree there are artizan classes for European apprentices and native boys under the superintendence of the Executive Engineer; at Rungpore a few boys are taught carpentry and blacksmith's work; there is a carpentry class attached to the model school at Chybassa; and a new artizan school has lately been opened at Ranchee. But, with the exception of the Dehree school, which is under skilled European management, and of the Ranchee school, which is still in its infancy, but from which good results may be hoped for from the efficient superintendence of Herr Herzog of the Berlin Mission, these schools cannot be said to have fulfilled the object with which they were established—that of elevating the standard of skilled labour and introducing improved modes of workmanship. This failure is perhaps to be attributed to want of scientific training in the teachers.

30. If this is the case, it may be hoped that the defect will eventually be supplied by the agency of two institutions lately founded in Calcutta for scientific teaching and technical instruction, viz. the Science Association, and the Technical School of the Indian League. Both of these institutions have been liberally assisted by Government, but they were inaugurated after the close of the year under review, and their operations will more fitly be noticed in future reports. The same may be said of the projected technical school at Bankipore, for which a sum of about two lakhs of rupees has been subscribed by the landholders of Behar.

31. The School of Art in Calcutta had 134 pupils at the close of the year, the number showing a decline in consequence of the fees having been raised.

Additional accommodation for the classes has been provided, and an Art Gallery, which has been attached to the school, was formally opened by the Viceroy in April last. On this occasion the work of the art students, of which a number of specimens were exhibited, received warm commendation from His Excellency.

32. On the whole, the progress made with instruction in the practical sciences is so small as to oblige Sir Richard Temple to reiterate all that was said in the last Annual Resolution (dated 12th January 1876) as to this special instruction being amongst the most urgent of the needs of Bengal. He would again remind the youth of Bengal that they are flocking too exclusively to two professions—the law and the public service—that other lucrative professions are fast developing themselves, connected with civil and mechanical engineering, with chemistry, botany, geology,—professions which might well be filled by them if qualified by education and training, but which, if not filled by them, must sooner or later be filled, to their detriment, by others. He is most anxious to assist the people in learning these most useful sciences, and he trusts that their thoughts are being aroused and their eyes turned in this direction. But the result must after all mainly depend on their coming forward in sufficient numbers and with a sufficient determination to succeed.

33. Female education has been encouraged by the foundation of scholarships for girls, and by the appointment of Mrs. M. Wheeler, daughter of the Rev. K. M. Banerjea, as inspectress of female schools and zenana agencies. There was no increase during the year in the number of girls' schools; but the total number of girls in inspected schools rose from 15,654 to 18,425, of whom 10,426 were studying in special schools for girls, and 7,999 were attending boys' schools. The increase is principally due to the larger attendance of girls at the aided primary schools—a circumstance which the Lieutenant-Governor regards as being full of hope and promise. The progress made in the Dacca Division is regarded by the Inspector as very satisfactory, and it is noticed that music and singing have been successfully introduced into the Dacca adult female school as a regular part of the school routine. In four districts of this division there are zenana associations, composed of educated native gentlemen, the object of which is to promote female education at home. The Commissioner thinks that these associations are doing very useful work.

34. An interesting section of the report is devoted to the subject of Mahomedan education. The total number of Mahomedan boys under instruction increased during the year from 87,917 to 91,223—an increase of between 3 and 4 per cent.; but as the total increase among pupils of all creeds was between 7 and 8 per cent., the proportion of Mahomedans under instruction fell from 20 to 19·4 per cent. of the whole number. The proportion of Mahomedans in the native population is 31·5 per cent. The increase obtained during the year was almost entirely confined to elementary schools. On the whole, it may be said that in all parts of the country, except Behar, Mahomedan education hardly ranges beyond the village patshalas and the institutions specially devoted to the instruction of Mahomedan students. For the University Entrance examination only 85 Mahomedans competed, and only 21 passed; for the First Arts examination there were 13 Mahomedan candidates, and only four were successful; for the Bachelor's degree there were ten competitors, but none of them satisfied the examiners. In the law classes there are only five Mahomedans among 231 students; in the civil engineering classes the Mahomedans are only two among 154; in the School of Art they amount to five among 134; but in the survey school at Patna there are 21 Mahomedans among 37 pupils; and in the Temple Medical School at Bankipore, of 165 pupils three-fourths are Mahomedans.

35. The large proportion of Mahomedans under special instruction in Behar is attributed in the report not so much to any special aptitude among Mussulmans for such studies, as to the strong prejudices of the Hindoos of that province against professional and technical education. But other signs are not wanting which show that throughout the country the reluctance of

the Mahomedan community to accept the higher education offered by Government is surely, though perhaps slowly, giving way. In the Calcutta Madrissa, including the Collinga Branch School, out of a total of 991 pupils, 653 are learning English. In the Dacca Madrissa a larger infusion of Western learning has been introduced by the desire of the students themselves. The payment from the Mohsin Fund, of a part of the fees of deserving Mahomedan boys in zillah schools, continues to be a very popular and successful measure. The Lieutenant-Governor looks upon these facts as indicating a growing readiness among Mahomedans to avail themselves of the advantages of the Government system of education; and if the progress made during the year has not been very marked, there are at least grounds for encouragement and hopefulness as regards the future.

36. An important reform of the normal school system has been inaugurated by the Lieutenant-Governor's Minute of the 9th September 1875. Stipends given for attendance have been superseded by scholarships given for proficiency; a number of superfluous normal schools of the lower grades, in which expensive establishments were maintained for the training of village school-masters, have been ordered to be closed; provision has been made for constituting the remaining higher grade normal schools examining as well as teaching bodies, and for making a normal school certificate a necessary qualification for masters of middle schools. In this manner it is hoped that the large expenditure on normal schools, which amounted to Rs. 1,47,686 during the year under review, may be reduced by nearly one-half without any sacrifice of efficiency. In the more backward provinces (Behar, Orissa, and Chota Nagpore) normal schools of the second and third grades have for the present been retained.

37. The Director expresses some doubt whether the scheme which has now been put forward makes sufficient provision for all the wants of middle schools, and it appears that this doubt is shared by the Circle Inspectors. Upon this the Lieutenant-Governor would remark that very much must depend upon the system on which the normal school examinations are conducted. Complaints have been made that hitherto normal school training has been too much confined to instructing pupils in the subjects which they would have to teach, and has been deficient in showing them how they ought to teach them. In other words, the subject of pedagogy, or the art of teaching, has not received a sufficient share of attention. It is true that a practising school was generally attached to each normal school, in order to afford experience in this subject; but the training in this branch of study was not in general so careful or systematic as to be of much practical benefit. It would be the Lieutenant-Governor's wish that special attention should be paid to this point in the normal school examinations, and that no intending teacher should receive a certificate of competency until he had satisfied the examiners, by a practical example given in dealing with a class in their presence, that he was really qualified to impart instruction.

38. The number of schools assisted under the Grant-in-aid Rules showed a satisfactory increase during the year. The following table gives the figures for the last two years :—

		1874-75.	1875-76.
		Rs.	Rs.
Number of aided schools and colleges	...	1,793	1,889
Number of pupils	...	81,162	88,112
Receipts from Government ...	...	3,99,116	4,30,128
Total receipts	...	12,16,271	13,17,286

The largest share of Government expenditure was for middle English schools and for female education. The attention of the Lieutenant-Governor was called during the year to alleged irregularities in the keeping of the accounts of some aided schools, and a Minute was issued on the subject, which it is hoped will have the effect of ensuring due conformity to the rules. In the paragraphs of the report which refer to this question, these irregularities

are noticed in terms which appear to the Lieutenant-Governor to convey too general and unqualified a censure. It seems that the inquiries which have been instituted under the orders conveyed in the Minute have not led to the detection of any very serious abuses.

39. The subordinate inspecting agency of the department was reorganized during the year, the number of officers being raised from 171 to 200, and the cost being increased from Rs. 2,30,100 to Rs. 2,54,400. There are now 45 Deputy Inspectors and 155 Sub-Inspectors of Schools. The number of inspected schools being 17,815, the staff is still barely adequate to the due performance of the duties imposed upon its members; but financial considerations render any increase of the number at present impossible. Some officers appear to consider it a hardship that the maximum pay of a Deputy Inspector is lower than that of some head-masters of schools; but the Lieutenant-Governor must remark that it is not the intention of the Government that the subordinate inspecting staff should be considered as a separate branch of the department. No such distinction is maintained in the graded service, in which officers are freely transferred from teaching to inspecting duties, and there seems no reason why an efficient Deputy Inspector should not be placed at the head of a zillah or normal school. It is also made a subject of complaint that the time of Deputy Inspectors is taken up with correspondence and office work to a degree which interferes with the due performance of the duty of inspection; and instances are given in the report which show that in some districts this complaint is well founded. The Lieutenant-Governor desires to call the attention of all Magistrates and District School Committees to the system described in the report as having been adopted at Patna in reference to this matter, and to request that it may be considered whether similar arrangements could not be generally introduced.

40. The education of the children of the poorer classes of European and East Indians both in Calcutta and in the mofussil has received much attention from Government during the year, and assistance has freely been given on the grant-in-aid system, both to the formation of new schools and to the development of previously existing institutions. The particulars of the different grants which have been made are given in the report, and the Lieutenant-Governor believes that these classes now enjoy fully as large a share of Government aid towards the education of their children as the State can reasonably be expected to give for this object. It is no doubt true that much remains to be done. An educational census of European and East Indian families in Calcutta and the suburbs, with incomes not exceeding Rs. 300 a month, which was taken in September 1876 by the Commissioner of Police, showed that between 800 to 900 children belonging to this class of society are being allowed to grow up in ignorance. But it is the opinion of the best authorities that there is school accommodation in Calcutta sufficient for the requirements of all; and that, if children are untaught, it is because their parents are unwilling or unable to send them to school. The Lieutenant-Governor has given such assistance as it was in his power to grant, and what is still wanting must now be supplied by those agencies to which he has already appealed—the societies interested in education, the clergy of the several denominations, and the benevolence of the general European community. As regards education in the interior of the country, schemes are now under consideration for reorganizing and enlarging the schools at Cuttack, Hooghly, and Jamalpore.

41. The establishment of hostels or lodging-houses in connection with Government colleges and higher English schools was discussed by the Lieutenant-Governor in his Minute of the 30th August 1875, and a sum of Rs. 15,000 was set apart in the budget of the current year for aiding these institutions. The scheme appears to the Lieutenant-Governor to be one which promises to be of great advantage both to the material health and comfort, and to the moral well-being, of the students. The proposals which the Government were able to make have already met with a fair measure of success, and hostels are now open at all the Government colleges, with the exception of Cuttack, and are

either open, or in course of formation, at the Cuttack Medical School, and at several of the zillah schools.

42. On a general review of the condition of public instruction during the past year, the Lieutenant-Governor finds much ground for satisfaction with what has been achieved, and for hopeful augury as regards the future. Little more than four years have elapsed since Sir George Campbell promulgated his Resolution of the 30th September 1872 on the subject of primary schools; but there are now more than 11,000 schools aided and inspected under the scheme then set forth, and above 500 of these were added to the list during the past year. But the important work of the year has largely consisted in improved organization, in more careful inspection, in the better regulation of the standards for the several classes of scholarships, and in the more general recognition of the value of instruction in the practical sciences. The foundation of the intermediate class of schools has bridged over a gulf which formerly deterred many a promising pathsala student, and has facilitated the rise not only of individual scholars, but of schools, from one educational class to another. The munificence with which native gentlemen have subscribed for the endowment of education has been noticed with much satisfaction by the Lieutenant-Governor. Even the comparatively unfavourable result of the University examinations has not been without its benefit, as it has had the effect of prominently calling attention to the special points in which the present system of study requires to be strengthened and improved.

43. Sir Richard Temple has received with much thankfulness various sorts of evidence regarding the good effects on the life and conversation of the scholars produced from the ethical instruction and the moral training imparted by the superior schools. It is to be hoped that similar effects, though perhaps in a lesser degree, are arising in the secondary schools. The people themselves evince anxiety that this important branch of education should be more and more attended to. The Lieutenant-Governor hopes that whatever efforts are now made with this view will be persevered in, and if possible enhanced.

44. Subsidiary to this, there is the subject of external discipline, which improves the bearing and demeanour of the boys and young men towards their elders and their superiors, as well as towards their fellows. Complaints are sometimes made on this score, which is a point on which the native community is very justly sensitive. The Lieutenant-Governor fears that our scholastic system is not quite so successful as might be desired or expected in this respect, and he would ask on this behalf the attention of the whole teaching staff throughout the country.

45. The Department of Education suffered severe losses during the year, no less than seven members of the graded service having died, besides the death of Mr. Woodrow, which has already been noticed, and which occurred after the end of the year. Among the above number were the late Director, Mr. Atkinson, Mr. S. Lobb, Mr. W. G. Willson, and Baboo Peary Churn Sircar. The retirement of Dr. Norman Chevers, Principal of the Medical College, deprived the Government of the services of an officer distinguished for extensive research, for high professional reputation, and for aptitude in imparting knowledge to his pupils. Among the new appointments by which these vacancies have been filled may be mentioned that of Mr. Elliott, a gentleman of very high University distinction, and the admission to the graded service of Pundit Mohes Chunder Nyarutna, so well known as a Sanskrit scholar, and of the Rev. Lall Behary Dey, equally well known for a proficiency in English not surpassed by any Native of Bengal.

46. The exertions of the officers of the department in general, in both the graded and the ungraded branches of the service, have been such as to merit the acknowledgments of Government; and the special thanks of the Lieutenant-Governor are due to Mr. Sutcliffe, lately the Principal of the Presidency College, and now Director of Public Instruction; to Mr. Croft, lately Inspector

of Schools in Behar, and now acting as Principal of the Presidency College; to Mr. Clarke, Inspector of Schools in the Rajshahye Division; to Baboo Bhudeb Mookerjee, who has lately been selected for the important post of Inspector of Schools in the Province of Behar; to Mr. Lethbridge, Principal of the Kishnaghur College; and to Dr. Robson, Inspector of Schools in the Eastern Circle. The Lieutenant-Governor also gladly acknowledges the assistance which has been given to the cause of education by the several Commissioners of Divisions and Magistrates of districts, among whom Mr. Harrison, the Magistrate of Midnapore, deserves special and honorable mention.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction for information and guidance.

Ordered also that a copy be forwarded to all Commissioners of Divisions for their information and guidance, and for communication to District Magistrates and District Committees, and that the attention of the Commissioner of Bhagalpore be invited to paragraph 13 of the Resolution.

By order of the Lieutenant-Governor of Bengal,

H. J. REYNOLDS,

Offg. Secy. to the Govt. of Bengal.

No. 3180.

COPY forwarded to

By order of the Lieutenant-Governor of Bengal,

H. J. REYNOLDS,

Offg. Secy. to the Govt. of Bengal.

CALCUTTA,
The 5th December 1876.

J. A. R.—Reg. No. 11830—8-12-76.